

**Analysis of FY '95 and '96  
Foreign Language Assistance  
Program Reports**

**Greg Duncan  
Consultant**

**American Council on the Teaching of Foreign Languages**

**Prepared for:  
U.S. Department of Education  
Office of Bilingual Education and Minority Languages Affairs**

**September 2000**



**Center for the Study of Language & Education  
Institute for Education Policy Studies  
Graduate School of Education and Human Development  
The George Washington University**

*The Author:*

*Greg Duncan is the President of InterPrep, Inc., an independent consulting firm in Marietta, Georgia. He served as a consultant to the American Council on the Teaching of Foreign Languages (ACTFL) for this project.*

The National Clearinghouse for Bilingual Education (NCBE) is funded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and is operated under Contract No. T295005001 by The George Washington University, Graduate School of Education and Human Development, Center for the Study of Language and Education. This report was prepared under Task Order EDOBEM-99-000008, Modification #35: The Assessment of Culturally and Linguistically Diverse Student Learning.. The contents of this publication do not necessarily reflect the views or policies of The Department of Education nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. government. Readers are free to duplicate and use these materials in keeping with accepted publication standards. NCBE requests that proper credit be given in the event of reproduction.

Principal Investigator: Joel Gómez, Ed.D.  
Director: Minerva Gorena, Ed.D.

Graduate School of Education & Human Development  
Institute for Education Policy Studies  
Center for the Study of Language & Education  
National Clearinghouse for Bilingual Education  
2011 Eye Street, NW, Suite 200  
Washington, DC 20006  
(202) 467-0867  
[www.ncbe.gwu.edu](http://www.ncbe.gwu.edu)

## Table of Contents

Introduction .....	2
Student Progress .....	7
Standardized Assessment Measurements.....	7
The Portfolio as a Means of Assessment .....	21
Locally-Designed Assessment Measurements .....	24
Use of National Foreign Language Standards.....	27
Summary .....	29
Communicative Instructional Models.....	30
Direct Instruction .....	31
Content-Related Instruction.....	33
Immersion.....	34
Summary .....	35
Professional Development / Licensure .....	36
Numbers of Participating Teachers.....	36
Credentials / Capability Expansion.....	38
Summary .....	44
Articulated Sequences of Language Instruction.....	45
Summary .....	50
Model Strategies .....	51
Teacher Training.....	51
Materials.....	54
Summer Programs.....	57
Local District Support.....	58
Parent Component.....	59
Community Involvement.....	61
Summary .....	62
Instructional Time.....	63
Building Capacity and Continuation.....	65
Summary .....	71
Conclusion.....	72
FLAP Profiles I and II.....	73
Sources Cited.....	74

## **Introduction**

This report analyzes the annual performance reports and biennial evaluation reports of eighty-eight K-12 foreign language education projects funded during Fiscal Years 1995 and 1996 under the Title VII Foreign Language Assistance Program (FLAP). As a part of Public Law 103-382, The Improving America's School Act of 1994, FLAP grants are awarded to State Educational Agencies (SEAs) or Local Educational Agencies (LEAs) providing for the establishment, improvement or expansion of foreign language study for elementary and secondary school students. Awards to SEAs are intended to support programs that promote systemic approaches to improving foreign language learning in the State. LEAs are to use grant funds to demonstrate approaches that can be disseminated and duplicated in other local educational agencies and to provide for professional development.

The intent of this report is to address eight overarching policy questions posed by the Office of Bilingual Education and Minority Languages Affairs of the U.S. Department of Education by summarizing information provided by grantees, as well as to give examples of how the questions are addressed within each grant's documentation. The eight questions are:

- 1. Were students in the program demonstrating continuous and educationally significant progress annually (yearly score gains) on oral or written foreign language proficiency measures, including student gains toward achieving communicative proficiency and the use of national standards for determining student performance aims in K-12 instruction?**
- 2. Did students in the program demonstrate use of the foreign language in real communication situations?**
- 3. How were students' language abilities assessed? How many projects used the national standards to monitor student performance? How many utilized evaluation procedures that measure students' ability to use the target language in real communicative situations?**
- 4. What qualifications did teachers possess? How many teachers participated in in-service training or staff development activities during the term of the grants? What types of credentials or capabilities resulted from these activities?**



5. How many projects had well-articulated sequences of language instruction that took students from the beginning stages of foreign language competency to more accomplished levels (elementary to high school)?
6. Which projects developed or implemented model strategies that can be disseminated to other localities? Which program types were most commonly adopted by the grants?
7. How much time, on a daily or weekly basis, was devoted to teaching the foreign language?
8. What do grants report that they have done to build capacity and continue activities beyond the expiration of federal funding? At what level (in terms of students served) will the program continue?

A complete listing of each of the eighty-eight grants awarded in this initiative is provided in Table 1. This table includes the grant title, the institution receiving the award and each program's focus language(s).

Table 1. FLAP Projects Funded in FY '95 and '96

Grant Title	Institution	Language(s)
A Systematic Approach to Foreign Language Education	Connecticut Department of Education	All
Assessment, Articulation, and Accountability	North Carolina Department of Public Instruction	All
Bilingual Education	Spring Branch (TX) Independent School District	Spanish
Bringing New Languages to Younger Learners	Wisconsin Department of Education	All
Bringing the World to the Midlands	Lexington (SC) School District One	Japanese, All
Building Infrastructure	Turlock (CA) Unified School District	All
China Project--Journey to the East	Madison (WI) Metropolitan School District	Chinese
Chinese FL Program: Philadelphia's Elementary Project	School District of Philadelphia	Chinese
Ciencias en español	Houston (TX) Independent School District	Spanish
CLASS	Hawaii Department of Education	Chinese
Colorado Foreign Language Improvement Project	Colorado Department of Education	All
Connections	San Juan (CA) Unified School District	R, S
Content-Bases FL in the Elementary School through Dist. Lng.	Filley (NE) Consolidated Schools	German
Creating a Japanese Infrastructure	Charlotte-Mecklenburg (NC) Public Schools	Japanese
Elementary Foreign Language Program in Japanese and Russian	Fulton County (GA) Public Schools	J, R
Elementary Spanish / World Language Program	Mounds View (MN) Public Schools	Spanish
Empowering Professionals, Yes!	Oklahoma City (OK) Public Schools, District I-089	All

<b>Grant Title</b>	<i>Institution</i>	<b>Language(s)</b>
Expanding Japanese and Russian to High School	Derry (NH) Cooperative School District	J, R
Expansion of Spanish Immersion in the Oak Ridge (TN) Schools	Oak Ridge (TN) Public Schools	Spanish
FLES* in Midland, Texas	Midland (TX) Independent School District	Spanish
Flourish	Brevard County (FL) Public Schools	All
Foreign Language Assistance Program	Milwaukee Public Schools	C, J
Foreign Language Assistance Program	Manchester (NH) School District	F, S
Foreign Language Assistance Program	Dallas (TX) Independent School District	J, R
Foreign Language Assistance Program	Hardin County (KY) Public Schools	Japanese
Foreign Language Assistance Program	New Hampshire Department of Education	All
Foreign Language Assistance Program	Pinellas County (FL) Public Schools	Japanese
Foreign Language Assistance Program	Assumption Parish (LA) School Board	French
Foreign Language Assistance Program	S. Koochiching Rainy River School District 363 (MN)	Russian
Foreign Language Assistance Program	Waterbury (CT) Public Schools	Japanese
Foreign Language Assistance Program	Salem (MA) Public Schools	All
Foreign Language Assistance Program	Springfield (MA) Public Schools	Chinese
Foreign Language Assistance Program: Dual Immersion	Bakersfield (CA) City School District	Spanish
French Language & Culture at Lincoln Elementary School	Chicago (IL) Public Schools	French
French, s'il vous plait	Acadia Parish (LA) Schools	French
From Policy to Practice	West Virginia Department of Education	All
Glastonbury Foreign Language Initiative: A 40 Year Commitment	Glastonbury (CT) Public Schools	All
HATS I - Japanese	Community School District 4 (NY)	Japanese
HATS II - Russian	Community School District 4 (NY)	Russian
Immersion Programs in Critical Languages	Montgomery County (MD) Public Schools	C, J, K
Improving and Expanding Russian Instruction to Middle Schools	Howard County (MD) Public Schools	Russian
Innovative Japanese Enrichment Program	Brea Olinda (CA) Unified School District	Japanese
Japanese for the Future	Houston (TX) Independent School District	Japanese
Japanese Foreign Language Program at the Elementary Level	Capitol Region (CT) Education Council	Japanese
Japanese Language Expansion Project	Clarendon Elementary Schools, San Francisco, CA	Japanese
Japanese Language Studies	Winston-Salem/Forsyth County (NC) Public Schools	Japanese
Japanese Model Schools Project	Oregon State System of Higher Education	Japanese
Jardín de Niños	Lovington (NM) Municipal Schools	Spanish
K-12 Spanish for Nevada Students	Nevada Department of Education	Spanish
Korean Foreign Language Assistance Program	Los Angeles (CA) Unified School District	Korean
Leadership in Languages	Oklahoma Department of Education	All
Learning Chinese in Newton	Newton (MA) Public Schools	Chinese
Learning Mandarin Chinese in Indiana	Indiana Department of Education	Chinese
Lee County Chinese Program	Lee County (FL) Public Schools	Chinese
Many Roads to Language Learning	Eugene (OR) School District 4J	F, S, J
Millis Russian Language Project	Millis (MA) Public Schools	Russian
Model Foreign Language Project	Minneapolis (MN) Public Schools	A, C, G, J
Model Program in Chinese	San Francisco (CA) Unified School District	Chinese
Moshi Moshi Project	Portland (OR) Public School District 1	Japanese
Ojiisan to Obaasan to Issho: Together With Our Elders	Hawaii Department of Education, Kauai District	Japanese
Planning for Articulated Teaching and Learning: Critical Langs.	Washington State Department of Education	A, C, J, K, R
Project Ansanm-Ansanm	Broward County (FL) Public Schools	Haitian-Creole
Project EXCEL	San Dieguito (CA) Union High School District	Japanese

<b>Grant Title</b>	<i>Institution</i>	<b>Language(s)</b>
Project FLAIR	Delaware Department of Education	All
Project FLAME	Long Beach (CA) Unified School District	F, J
Project FLAME	St. Martin Parish (LA) School District	French
Project FLOR	Chula Vista (CA) Elementary School District	Spanish
Project Japan	Capistrano (CA) Unified School District	Japanese
Project Kachuko	Anchorage (AK) School District	Japanese
Project LEGACY	Norwalk (CT) Public Schools	Japanese
Project LinC	Livermore Valley (CA) Joint Unified School District	Spanish
Project PAL	ABC (CA) Unfied School Districts	Pacific Asian
Project Roll-Up	Community Consolidated School District 54 (IL)	All
Project SAM	Louisiana Department of Education	F, S
Project Tomadachi	Broward County (FL) Public Schools	Japanese
Project Unidos	Broward County (FL) Public Schools	Spanish
Regional Instructional TV Consortium	Region 10 (TX) Education Service Center	Spanish
SE Kansas Foreign Language Assistance Project	SE Kansas Education Service Center	C, J
Seattle World Language and Culture Project	Seattle (WA) Public Schools	All
Sequential Spanish for Grades 1-6	Richardson (TX) Independent School District	Spanish
Somos Amigos	Community School District 18 (NY)	Spanish
South Dakota World Language Development Project	Department of Cultural Affairs (SD)	All
Spanish in Elementary Schools via Television	Katy (TX) Independent School District	Spanish
Spanish Two-Way Population	Lee County (FL) Public Schools	Spanish
Systemic Planning for Languages and Teaching	Washington State Department of Educaiton	All
The Language Connection	Chicago (IL) Public Schools	F, S
WyFLAP	Wyoming Department of Education	All

When data to be analyzed were forwarded to the study investigation team, it was noted that a substantial number of files for the eighty-eight aforementioned grants were forwarded incomplete; that is, a file might have contained only one performance report or one biennial evaluation report. In twelve cases, only the original proposal was returned. After careful review of all materials received, it was determined that a core of twenty-six grants (see Table 2) contained adequate information for a thorough investigation of the eight policy questions. Therefore, to prepare a report based on the best information available, the findings contained in the following pages reflect an application of the eight policy questions to those twenty-six projects.

In order to compile information for this report, each project file was carefully reviewed and studied. Detailed notes were assembled for each aspect of the project, particularly as it related to the requisite policy questions. When detailed summary information became available for all

projects, the investigation team organized the information to provide answers to the questions. Each section that follows addresses one or more of the policy questions in detail.

Table 2. FLAP Projects Serving as the Focus of This Report

Grant Title	Institution	Language(s)
Bilingual Education	Spring Branch (TX) Independent School District	Spanish
Bringing New Languages to Younger Learners	Wisconsin Department of Education	All
Bringing the World to the Midlands	Lexington (SC) School District One	J, All
China Project--Journey to the East	Madison (WI) Metropolitan School District	Chinese
Chinese FL Program: Philadelphia's Elementary Expansion Project	School District of Philadelphia	Chinese
Ciencias en español	Houston (TX) Independent School District	Spanish
CLASS	Hawaii Department of Education	Chinese
Connections	San Juan (CA) Unified School District	Russian, Spanish
Foreign Language Assistance Program	Dallas (TX) Independent School District	Japanese, Russian
Foreign Language Assistance Program	Milwaukee Public Schools	C, I, All
Foreign Language Assistance Program: Dual Immersion	Bakersfield (CA) City School District	Spanish
Japanese Foreign Language Program at the Elementary Level	Capitol Region (CT) Education Council	Japanese
Japanese Language Expansion Project	Clarendon Elementary Schools, San Francisco, CA	Japanese
Japanese Model Schools Project	Oregon State System of Higher Education	Japanese
Jardín de Niños	Lovington (NM) Municipal Schools	Spanish
Korean Foreign Language Assistance Program	Los Angeles (CA) Unified School District	Korean
Learning Mandarin Chinese in Indiana	Indiana Department of Education	Chinese
Project Ansanm-Ansanm	Broward County (FL) Public Schools	Haitian-Creole
Project EXCEL	San Dieguito (CA) Union High School District	Japanese
Project FLAME	Long Beach (CA) Unified School District	French, Japanese
Project Japan	Capistrano (CA) Unified School District	Japanese
Project LinC	Livermore Valley (CA) Joint Unified School	Spanish
Project SAM	Louisiana Department of Education	French, Spanish
Project Unidos	Broward County (FL) Public Schools	Spanish
Regional Instructional TV Consortium Elementary Spanish	Region 10 (TX) Education Service Center	Spanish
WyFLAP	Wyoming Department of Education	All



## **Student Progress**

In addressing the eight questions posed in the specifications for this report, it seems organizationally sound to consider questions 1 and 3 in tandem, because they both relate to student gains and how those gains were measured. Therefore, this report addresses these questions and their responses first.

**Were students in the program demonstrating continuous and educationally significant progress annually (yearly score gains) on oral or written foreign language proficiency measures, including student gains toward achieving communicative proficiency and the use of national standards for determining student performance aims in K-12 instruction?**

**How were students' language abilities assessed? How many projects used the national standards to monitor student performance? How many used evaluation procedures that measure students' ability to use the target language in real communicative situations?**

Measurements used to assess student progress will be examined first, followed by a discussion of the findings. Of the twenty-six grants that served as the principal focus of this investigation: nine chose to measure student progress through some form of standardized external assessment; three focused their measurement efforts on the use of portfolios; and, the remaining fourteen determined student progress through some form of locally-designed assessment devices.

### **Standardized Assessment Measurements**

Among those grants that used standardized forms of assessment, no single instrument emerged as the overall popular choice. Assessment instruments utilized include: the *Classroom Oral Competence Interview* (COCI); the *Foreign Language Oral Skills Evaluation Matrix* (FLOSEM); the *IDEA Language Proficiency Tests* (Spanish); the *Peabody Picture Vocabulary Test-Revised* (Spanish); the *Student Oral Language Observation Matrix* (SOLOM); the *UCLA Korean Reading Comprehension Test*; the *UCLA Listening Proficiency Test in Korean*; and the *UCLA Writing Proficiency Test in Korean*. An examination of each of these assessment tools, with the exception of the UCLA-developed Korean tests for which information was unavailable, follows.

### Classroom Oral Competence Interview (COCI)

Developed by a committee of practicing secondary and post-secondary language educators through the California Foreign Language Project headquartered at Stanford University, the *Classroom Oral Competency Interview* (COCI) is an interactive, holistic assessment of oral competence conducted in a natural conversation-like exchange between an interviewer and a second language student. It takes into consideration the context of the communicative foreign language classroom at the secondary level, where teachers require a process for evaluating oral language in a manner that is administered, scored, and interpreted rapidly and easily. The COCI targets a relatively restricted scope of language performance and separates this language use into three major ranges: formulaic, created and planned language. Within those major ranges, the COCI focuses on the nature of the language used and characterizes that use in three subcategories or phases for each of the ranges: low (Phase 1), mid (Phase 2), and high (Phase 3). Another proficiency level exists for students who show no minimal ability to perform in the language. This phase is the pre-functional range.

The COCI is divided into four sections:

1. Warm-up: The interviewer begins with language that is familiar to the student in order to put him or her at ease.
2. Initial Dialogue: The interviewer chooses from the list of questions suggested for Range 2 to make a preliminary assessment of the student's performance. Based on that assessment, the interviewer selects or creates questions at a higher or lower range, whichever is appropriate.
3. Probing and Validation: The interviewer probes for the student's highest level of performance and confirms the preliminary assessment.
4. Wind-down: After validating the student's performance, the interviewer brings the student back to the language level where he or she feels most comfortable.

The test follows the Oral Proficiency Interview (OPI) format as developed by the American Council on the Teaching of Foreign Languages (ACTFL). The interview concentrates on text types—words, sentences and paragraphs—and is designed to be used at the secondary level, at the end of second semester, and thereafter. Unlike the OPI, which can extend to thirty minutes, the COCI takes approximately ten minutes to administer.

### Foreign Language Oral Skills Evaluation Matrix (FLOSEM)

The *Foreign Language Oral Skills Evaluation Matrix* (FLOSEM), also developed by Stanford University, offers teachers a way to evaluate a student's current oral proficiency in a foreign language. The FLOSEM focuses on five competencies:

1. comprehension
2. fluency
3. vocabulary
4. pronunciation
5. grammar

Scores represent a continuum of abilities at six levels, ranging from extremely limited ability (Level 1) through native-like ability (Level 6). The test is considered a valid tool, developed specifically for use with the Asian languages and modeled after the *Student Oral Language Observation Matrix* (SOLOM). It is addressed more thoroughly later in this report.

### Idea Language Proficiency Tests

The *IDEA Language Proficiency Tests* were designed to evaluate proficiency in children from age three through twelfth grade. The Reading/Writing test may be administered independent of the oral test, but both tests are required to provide an overall assessment of language ability. The *Oral Proficiency Tests for Spanish* were designed to determine the proficiency levels of students whose native languages are other than Spanish, and who are being considered for placement in a program where Spanish is taught as a foreign language. These tests are administered individually, using an easel-style book with pictures that correspond to test questions. The domains tested are syntax, morphological structure, lexical items, phonological structure, comprehension, and oral production. Students are then classified as Non-Spanish Speaking, Limited Spanish Speaking, or Fluent Spanish Speaking.

The *IDEA Reading Tests* include multiple-choice items in several domains:

1. Vocabulary: One of four words is chosen to describe a picture.
2. Vocabulary in Context: One of four words is chosen to complete a sentence.
3. Reading and Understanding: A prose passage is followed by related comprehension questions similar to those found in the Vocabulary in Context section.

4. Reading for Life Skills: The same format as Reading and Understanding is used, except for product labels, street signs and popular print.
5. Language Usage: Grammar and punctuation guidelines used in writing are emphasized.

The *IDEA Writing Tests* are comprised of three sections:

1. Conventions: A multiple-choice sentence completion task tests knowledge in writing conventions such as capitalization, punctuation and abbreviations.
2. Write a Story: The examinee writes a few sentences to describe a picture story.
3. Write Your Own Story: The examinee writes a brief argumentative essay or a short narrative paragraph, depending on his or her level of knowledge.

#### Peabody Picture Vocabulary Test - Revised

The *Peabody Picture Vocabulary Test - Revised* is an individually administered, norm-referenced power test, available in two forms, that measures the ability to hear vocabulary. Each form contains five training items followed by 175 test items arranged in order of increasing difficulty. Each item has four simple, black-and-white illustrations arranged in a multiple-choice format. The examinee's task is to select the picture that best illustrates the meaning of a stimulus word presented orally by the examiner. The test is designed for persons age two-and-a-half through forty years of age, who can see and hear reasonably well, and understand English somewhat. When used with native speakers of English, it can be used as a scholastic aptitude test, since vocabulary is a strong predictor of academic success. In this context it can be used as an initial screening device for pre-school children who may have high ability, low ability or a language disorder. Because the examinee must answer only thirty-five to forty-five items of suitable difficulty, testing requires only ten to twenty minutes. Items found far too easy or difficult during an initial probing session are not administered. Scoring, which is rapid and objective, is accomplished primarily while the test is being administered.

### Student Oral Language Observation Matrix (SOLOM)

The *Student Oral Language Observation Matrix* (SOLOM), developed by the California State Department of Education, is a rating scale for assessing a student's oral language proficiency in five domains:

1. comprehension
2. fluency
3. vocabulary
4. pronunciation
5. grammar.

Generally used to determine whether English proficient students' use of the English language is limited, the SOLOM was adapted (in the case of the grant that used it) to assess English-speaking students' proficiency in Korean comprehension, fluency, vocabulary, pronunciation and grammar.

The information below indicates the number of focus grants that used (for this study) the aforementioned standardized measurements:

Classroom Oral Competence Interview (COCI)	1
Foreign Language Oral Skills Evaluation Matrix (FLOSEM)	4
IDEA Language Proficiency Tests	2
Peabody Picture Vocabulary Test-Revised	1
Student Oral Language Observation Matrix (SOLOM)	1
UCLA-developed tests for Korean	1

Subsequent pages describe how the standardized forms of assessment in the various projects under study in this report were used.

#### ***Case Study 1: Classroom Oral Competence Interview (COCI) and the Foreign Language Oral Skills Evaluation Matrix (FLOSEM)***

Clarendon Elementary School in San Francisco (PR/Award No. T293B60033) used the COCI as its form of measuring student gains during the grant period. The purpose of the school's *Japanese Language Expansion Project* was to provide instruction in Japanese language

and culture to children in Kindergarten through fifth grade. The project was a two-way bilingual program focused on grouping children in creative ways to service the needs of all learners from novice to native speaker. All students enrolled in the program participated in approximately one hour of Japanese language activities each day for four days per week. The curriculum was divided into three instructional levels: novice, intermediate and advanced, with each level focused primarily on oral language development. Whenever appropriate, Japanese language learning was integrated and reinforced through regular grade-level content instruction by the non-Japanese specialist classroom teacher.

To determine student growth in the foreign language experience, Clarendon Elementary School used both the FLOSEM and the COCI. All students' oral proficiency development was measured twice during the year on the FLOSEM. A selected number of case study students from non-Japanese language backgrounds were chosen to sit for the COCI, which was administered at the end of the school year by a trained native-speaking Japanese interviewer.

Since the COCI requires a face-to-face interview, it was not possible at Clarendon to interview all 335 children in the program; therefore, six case students per grade level were chosen from among those who did not have a Japanese home-language background. Overall, the COCI sample shows that students progressed admirably in Japanese oral proficiency development with the exception of the combined fourth/fifth grade class. Students from Kindergarten and first grade received either Pre-Functional or Formulaic-Low ratings. The mean COCI rating for the second graders was Formulaic-Low, and that of students in third grade was Formulaic-Low to Formulaic-Mid. Fourth graders demonstrated proficiency somewhere between Formulaic-Mid to Formulaic-High. However, students in the combined fourth/fifth grade class received COCI ratings similar to the third grade students (Formulaic-Low to Formulaic-Mid). Interestingly, while upper class students generally did not speak Japanese in a significantly more accurate manner than the lower-class students, they did speak more fluently and confidently. This finding underscores three principal reasons, according to general professional opinion, as to why it is recommended that all students begin second language learning while attending elementary school. These reasons are: (1) they will acquire better pronunciation, (2) they will speak more fluently, and (3) they will speak more confidently than students who begin language study later in their academic careers.

For the FLOSEM, the possible score range in each of the five categories - comprehension, fluency, vocabulary, pronunciation, grammar - is from one to six, with the total FLOSEM score resulting in a number from one to thirty. Using the FLOSEM results at Clarendon, students at every grade level made progress within any given school year with pronunciation ratings always measuring higher than the other four skill areas. This finding confirms research within the foreign language community that elementary school-age learners can master the sound system of new languages more quickly than adolescent and adult learners can (Fathman 1975). An interesting finding with the Clarendon students is that those grouped in a combined fourth/fifth grade class (as referenced earlier) actually experienced a slight decrease in their oral proficiency. This discovery will be reiterated in several other grant reports to be cited later in this report.

The results cited above provide clear indications that students who were exposed to foreign language study in that particular FLAP grant achieved language proficiency at a steady and constant pace.

### ***Case Study 2: Foreign Language Oral Skills Evaluation Matrix (FLOSEM)***

Two other projects reported student progress toward oral proficiency using the *Foreign Language Oral Skills Evaluation Matrix* (FLOSEM). *Project LinC* (PR/Award No. T293A50124-95) of the Livermore Valley (CA) Joint Unified School District expanded its Spanish offering at the Almond Avenue School to make the language a more integrated part of the school curriculum. As a result of this integration, Spanish was used as a language of instruction in science, social studies, math, performing and visual arts and perceptual motor skills. Instruction in basic Spanish skills was incorporated into content lessons through the use of school-wide themes of study. Themes developed during the project's duration included:

- Year I – Plate Tectonics, Simple Machines, Human Body
- Year II – Matter, Geology, Plants/Animals
- Year III – Light Energy, Astronomy, Oceanography

While each theme was being implemented, the Spanish teacher would identify one key activity that would be performed completely in Spanish and would be developmentally appropriate for the various age students.

The targeted language proficiency goal for students associated with this FLAP grant follows: *An identified random sample of project students who have participated in the program for three years shall demonstrate significant growth in Spanish oral proficiency as measured by district-specified criteria: A score of 20 (composite) or more on the FLOSEM.*

According to data provided in the Almond Avenue School report, the average score of the students who were examined over the three-year period was 28, exceeding the targeted goal by 8 points. This figure provides further proof that students in this FLAP-sponsored program made gains toward greater proficiency in the foreign language.

### ***Case Study 3: Foreign Language Oral Skills Evaluation Matrix (FLOSEM)***

Another example of student proficiency progress, where the FLOSEM was used to measure growth, is found in the *Japanese Language Acquisition Program* (PR/Award No. T293860062) of the Capistrano Unified School District in Orange County, California. Designed to provide every elementary school student in the district with the opportunity to learn Japanese, this grant expanded the normal in-school offering of Japanese to include a number of extra-curricular opportunities to learn the language and culture. Examples of these additional opportunities are after-school enrichment classes, Japanese Club and the Japanese Summer Language Institute (eighty hours in which students participated in technology, multimedia and intensive Japanese language and culture studies).

Administration of the FLOSEM test to the Capistrano students yielded the following results: (scale is 1=extremely limited ability, 6=native-like ability)

Table 3. FLOSEM Results for *Japanese Language Acquisition Program*

<b><i>Grade</i></b>	<b><i>Comprehension</i></b>	<b><i>Fluency</i></b>	<b><i>Vocabulary</i></b>	<b><i>Pronunciation</i></b>	<b><i>Grammar</i></b>
<i>First &amp; Second</i>	1.3	1.3	1.5	2.4	.90
<i>Second</i>	1.3	1.3	1.8	3.1	1.6
<i>Third</i>	1.5	1.4	1.7	3.0	2.0
<i>Fourth</i>	1.6	1.3	1.3	3.0	1.6

Several interesting points are noted in Table 3. The elementary students showed their greatest strength to be pronunciation, as indicated by examples addressed previously within this report. It



can also be noted that there was a decline in the scores of children at the fourth grade level (also indicated previously). Nonetheless, these data from the FLOSEM test administrations at the Capistrano school clearly show overall student growth in language acquisition.

#### ***Case Study 4: Idea Language Proficiency Tests***

The *IDEA Language Tests*, administered in conjunction with *Project FLAME* (PR/Award No. T293A50154) of the Jackie Robinson Academy in the Long Beach (CA) Unified School District, provide additional evidence of progressive student acquisition of foreign languages.

Goals of Project FLAME included:

1. to broaden access to high-quality, second-language instruction for students of all racial, ethnic, socioeconomic, academic achievement backgrounds represented in the district;
2. to provide high-quality instruction in Japanese and French, starting in Kindergarten, that would result in persistence of such study over many years, thus making high-level attainment of second-language proficiency probable;
3. to lead to second-language acquisition;
4. to integrate language-acquisition learning and content mastery so that student achievement in both is enhanced by the immersion experience;
5. to foster student respect for, and appreciation of, the cultures transmitted through the languages that students study;
6. to train a cadre of immersion teachers who play leading roles in mentoring teachers new to such programs, and to disseminate project-developed methods and materials; and
7. to involve parents of immersion students actively and effectively in their children's learning process.

In this partial immersion program, 200 students enrolled in Japanese, while 200 additional students signed up for the French program. Fifty percent of daily instruction was provided in the target language.

To measure student growth in language studies, *Project FLAME* used a modified version of the *IDEA Language Proficiency Tests*. This modified version used the following hierarchy to describe oral language proficiency:

Level A—Novice:

Students at this level understand simple sentence patterns and basic language. Students respond to queries with simple phrases and one-word responses.

Level B—Emergent:

Students understand simple language used in instruction. They are able to reproduce language in sentence format. Students have a strong command of BICS-type (Basic Interpersonal Communications Skills) language.

Level C—Intermediate:

Students understand simple sentences used in instruction appropriate to their ages/grade levels when accompanied by visual or other non-verbal clues. They are able to communicate about themselves and possess sufficient proficiency to generate simple, content-driven conversations.

Level D—Functional Proficiency:

Students understand speech by native-speakers about topics within their experiential knowledge, although input must be somewhat simplified to accommodate gaps in proficiency. They are able to use complex sentences to communicate a variety of interpersonal ideas in a manner similar to that which would be used by a native-speaker of their respective age or education level.

Level E—Native:

Students understand speech by native speakers about topics within their experiential knowledge. They are able to use expressions used in the language and can communicate a variety of interpersonal ideas in a manner similar to that which would be used by a native-speaker of their respective age or education level.

Using this modified version of the IDEA test, *Project FLAME* administered the test at the end of Years 2 and 3 of the grant. The following table summarizes the results for all students who were involved in the program:

Table 4. IDEA Test Results for *Project FLAME*

<i>Level</i>	<i>After 2 years . . .</i>	<i>After 3 years . . .</i>
<b>Level A</b>	3.3%	0.7%
<b>Level B</b>	44%	19.2%
<b>Level C</b>	41.9%	39%
<b>Level D/E</b>	10.8%	41.1%

These data attest to measurable growth in student language proficiency in this program, as greater percentages of students scoring at higher levels is observed.

### ***Case Study 5: Idea Language Proficiency Tests***

Joining the Jackie Robinson Academy in its use of the *IDEA Language Proficiency Tests* was the Lovington Municipal School District in Lovington, New Mexico. *Jardín de Niños* (PR/Award No. T293B60096) was a project designed to develop communication in Spanish for limited-English proficient and English proficient children. Provided to all students at the district's Kindergarten site, Llano Elementary School, the program sought to

1. increase student learning in both Spanish and English;
2. improve staff's level of proficiency in teaching both Spanish and English, and;
3. form partnerships with the parents of limited English proficient students.

The project set as its goal that, during each year of the project, all Kindergarten students would demonstrate statistically significant gains in Spanish language skills by gaining at least half of one level per year on *the IDEA Oral Language Proficiency Test* (Spanish). In reality, 42 percent of the students reached or surpassed this goal for Spanish, while 74 percent of the students made statistically significant gains in English. Although the project goal was not met, it should be noted that the test used to measure student growth at Llano was the Level 1 (or first grade) test, not the Kindergarten assessment. This is because the project director was initially unaware that a Kindergarten form of the test existed. In all likelihood, had the appropriate form of the test been administered to the students, a greater possibility would have existed that 100 percent of the students could have demonstrated the desired gains in language acquisition.

### **Case Study 6: Peabody Picture Vocabulary Test**

The project *Ciencias en español* (TR/Award No. T293A50059) of the Houston (TX) Independent School District chose to use the Spanish version of the *Peabody Picture Vocabulary Test* to assess its student gains throughout the grant period. *Ciencias en español* provided an elementary school science program taught in Spanish for primarily English-speaking children who qualified for the Gifted and Talented Program. The principal instructional goals of the program were to provide English-speaking students a rich language environment to assist them in learning the Spanish language through a content-based language immersion setting. Of equal importance, the program provided these students a rich science experience by designing and equipping an elementary laboratory and introducing them to hands-on, experimental science instruction.

To assess student learning, the Peabody test was administered as a pre- and post- measure to all the students at the beginning of their program and at the end of each school year. The following table illustrates the results of those administrations.

Table 5. Peabody Picture Vocabulary Test Results for *Ciencias en español*

	<b>Testing Dates</b>	<b>Raw Score</b>	<b>Standard Score</b>
<b>Cohort #1</b> Third Grade 1997-98	12/95	7	55
	5/96	25	63
	5/97	34	67
	5/98	59	92
<b>Cohort #2</b> Second Grade 1997-98	12/95	6	55
	5/96	21	69
	5/97	25	68
	5/98	43	82
<b>Cohort #3</b> First Grade 1997-98	10/96	5	55
	5/97	22	73
	5/98	27	68
<b>Cohort #4</b> Kindergarten	10/97	7	55
	5/98	27	78

The above data indicate that, as a group, the participating students increased their understanding of the Spanish language. There is evidence in the data that also suggests that, during the second year of language exposure in the language/science class, less progress was made, but by the end of the third year, there was significant growth in receptive language performance.

***Case Study 6: Student Oral Language Matrix (SOLOM)***  
***UCLA-developed Tests in Korean***

A final example of a project that used standardized measures to monitor student growth throughout the grant period is the *Korean Foreign Language Assistance Program* (PR/Award No. T293B60034) of the Los Angeles (CA) Unified School District. Designed as a dual immersion program in Korean and English, the primary target group was 60 English-speaking students who joined the program throughout the three years of the grant, and 140 Korean-speaking children at the two project schools. Three overarching goals drove the program's implementation:

- students will develop communicative and academic proficiency in Korean;
- teachers will acquire the knowledge to develop their students' Korean language proficiency; and,
- parents will be active participants in the education of their children.

To measure student learning, the *Student Oral Language Observation Matrix* (SOLOM) was selected to measure Korean oral proficiency while assessments developed by the University of California – Los Angeles were used to measure growth in listening, reading and writing. The SOLOM measures oral proficiency by looking at five domains: comprehension, fluency, vocabulary, pronunciation and grammar. Oral performance is then rated using the following chart.

Table 6. SOLOM Test Results for *Korean Foreign Language Assistance Program*

SOLOM Level	SOLOM Score	Korean Proficiency Level
I	5	Pre-Speech Production (no Korean proficiency)
II	6-10	Early Korean Speech Production I
III	11-15	Early Korean Speech Production II
IV	16-20	Korean Speech Emergence
V	21-25	Intermediate Korean Speech Production

Teachers use the SOLOM to rate a student's Korean oral language abilities based on different classroom contexts. As seen above, the scores ranged from 5, representing no Korean ability, to 25, designating native Korean speaking ability within each domain. Scores in each domain can be totaled for a Korean oral-language proficiency score, or kept distinct for subscale scores. Total proficiency scores fall within one of five Korean proficiency levels as depicted above.

The school district set as its target for student oral achievement that: 50 percent of the English-speaking students in the dual-immersion program would score at or above 15 points out of 25 possible points in Korean oral language proficiency, as measured by the SOLOM. Student gains actually exceeded the target, as 75 percent of the program's students met the goal.

To assess the listening comprehension ability of program students, the *Listening Proficiency Test in Korean* was pilot-tested by its creator, the UCLA Department of Applied Linguistics. The listening goal stated that "at the end of Year 1 (1996-97), 50 percent of the English-speaking students will score 50 percent accuracy on the *UCLA Listening Proficiency Test in Korean*; at the end of the Year 2 (1997-98), students will score 65 percent accuracy; and, at the end of Year 3 (1998-99), students will score 80 percent accuracy." Results of the test administration revealed that students in Kindergarten and first grade nearly met the objective; students in the first and second grade cohort met the 65 percent accuracy target; and, students in third and fourth grade were slightly below the two-year objective. The final report for this grant notes that the students in the highest grade levels were exposed to a different test format than they had been accustomed

to in the earlier grades and that this change in format might have contributed to this group's not meeting the three-year listening objective of 80 percent.

The *UCLA Korean Reading Comprehension Test* was chosen to measure students' reading abilities. The student outcome goal in this skill states:

*At the end of Year 1 in the program, 50 percent of the English-speaking students will score, on the average, 25 percent accuracy on the UCLA Korean Reading Comprehension Test; at the end of Year 2, students will score 35 percent accuracy; and, at the end of Year 3, students will score 40 percent accuracy.*

Results of this testing indicate that students in the Kindergarten and first grade cohort and those in the first and second grade cohort all met the two-year Korean reading objective of 35 percent accuracy. Students in third, fourth and fifth grade also met the Korean reading objective of 40 percent accuracy.

Again, using a UCLA-designed Korean writing assessment, the project set the following writing goals:

*By the end of Year 1 in the program: 50 percent of the English-proficient students will answer correctly 25 percent of the items on the UCLA Writing Proficiency Test in Korean; by the end of Year 2, students will answer 40 percent correctly; and by the end of Year 3, students will answer 50 percent correctly.*

Test data show that students who tested in grades two, three or four nearly met the Korean writing proficiency goal, whereas students who tested in both grades three and four met the two-year objective of 40 percent accuracy.

### **The Portfolio as a Means of Assessment**

To provide a comprehensive picture of student growth in foreign language learning, several grant locations chose portfolio assessment. In all three case studies that follow the portfolios were also used in conjunction with some other form(s) of assessment and were used to provide an expanded view of the learning process and its product(s).

#### ***Case Study 7: Portfolio Assessment***

*Project EXCEL* (Ensuring Xcellence and Cross-cultural Education Through Language) [PR/Award No. T293A950093] of the San Dieguito (CA) Union High School District was designed to (1) expand the seventh through twelfth grade program to include Japanese and (2) to

develop an innovative, interdisciplinary area studies model. With increasing communicative competence of students as its central focus, the grant encompassed three primary goals:

- to develop a language and area studies interdisciplinary model with emphasis on Japanese and Spanish;
- to incorporate portfolio assessment that gauges learning in the areas of communicative competence and cultural understanding; and,
- to facilitate meaningful language and cultural exchange through an intensive summer professional development institute for Japanese and Spanish teachers.

Following the district's extensive teacher training effort in the design and use of portfolio assessment, it was determined that the portfolio would focus on three areas of development: oral/aural skills, writing skills and culture knowledge. Throughout the project's three-year duration, portfolios were kept for each project student. Results are summarized below.

The project set the following goal for addressing **oral/aural skills** growth: *Eighty percent of the participating foreign language students who have been in attendance at least 80 percent of the time will advance one level or more in the areas of listening and speaking, as measured by the district's Oral Japanese Proficiency Scale.*

The data recorded for the students in the project classes affirm that their listening and speaking skills gains exceeded the "one level or more" criteria specified above. The student outcomes reported in the area of listening skills development indicate that 100 percent of the students in the Introduction to Japanese course and 90 percent of the Japanese I students progressed one or more skill levels. Indeed, the data document gains of two or more skill levels for 98 percent of the students in the former group and 36 percent of those in the latter group. When measuring speaking proficiency, it was determined that 100 percent of the students in the introductory class advanced one or more skill levels, and 83 percent of the Japanese I students gained two or more skill levels.

To plot advancement in the area of writing proficiency, the project goal stated: *Eighty percent of project participants who attend at least 80 percent of the time will demonstrate a variety of writing skills achievement including mastery of some Japanese characters.* A review of the participating students' portfolios documented that 100 percent of the students enrolled in the project's courses demonstrated a variety of writing skills, including mastery of some



Japanese characters. Eighty-eight percent of these students demonstrated full gains of one or more skill levels on the project's rubric, which was designed to measure Japanese writing ability.

Growth in cultural knowledge was targeted as follows: *Project participants will demonstrate accurate cultural knowledge of Japan and the Pacific Rim area as evidenced by surveys and evaluations.* In order to document participating students' abilities to demonstrate accurate cultural knowledge of Japan and the Pacific Rim area, the project developed and administered a six-point Cultural Knowledge Rubric. The data indicated that, at the beginning of the grant, fewer than half of the students were able to score at or above Level 2 on this scale. When the same rubric was applied at the conclusion of the grant, 100 percent of the introductory class scored at or above Level 2. In Japanese I, 99 percent scored at or above Level 2.

### ***Case Study 8: Portfolio Assessment***

The *Japanese Language Expansion Project* of Clarendon Elementary School in San Francisco also used portfolios to examine student progress in learning Japanese language and culture. Six case study students from each grade level (K-5) were identified for the portfolio assessment procedure. Various classroom activities were selected regularly and placed in the portfolios throughout the school year. Primarily the Japanese teachers themselves performed this selection, especially where younger students were concerned. However, students in the fourth and fifth grades were involved in their own portfolio development with minimal supervision from the Japanese teacher. At the end of the school year, student portfolios were collected and a Japanese evaluator from the evaluation team reviewed and analyzed the contents of the portfolios.

Overall, the portfolios indicated considerable growth in the areas of listening, reading, writing and some speaking in Japanese, as well as in many aspects of Japanese culture. Some of the upper grade-level students showed evidence of self-evaluation within their portfolios. Metacognitive processes were observed as these students reflected upon and evaluated their own progress.

### ***Case Study 9: Portfolio Assessment***

While using standardized assessment procedures to measure student progress in language learning, *Project LinC* of the Livermore Valley (CA) Joint Unified School District also chose to use portfolios to deliver a more comprehensive assessment of learning. Two types of portfolios

were developed for each student identified in the study. The first, the “hard copy/paper” portfolio, included samples of student work in Spanish over the three-year period. The “electronic” portfolio was designed, tested and revised to include video clips, voice samples, photographs, reading samples, etc. With assistance and feedback from the staff of the California Foreign Language Project at Stanford University, the electronic portfolio was modified and changed several times throughout the course of its development. This particular form of portfolio assessment was determined to be highly effective in plotting student growth and in providing benchmark examples of student progress. Although this portfolio format was very popular with students and parents, it was very difficult to maintain. Given the age of the students in the project, the electronic portfolio requires teacher assistance in entering new samples on an individual basis for each student. Furthermore, considerable staff time is necessary for training on the system. In the final analysis, project staff determined that, while the electronic portfolio provided valuable and highly illustrative examples of student growth, it was overly time-consuming and not as user-friendly as had been anticipated.

### **Locally-Designed Assessment Measurements**

As noted previously in this report, a number of assessment alternatives were used by the various grants represented in the focus group for this investigation. Those grants described above chose the use of standardized tests or portfolios. Others used locally-designed instruments to chart student growth. The following section will provide examples of three such grants.

#### Example 1: Locally-Designed Assessment

The *Bilingual Education Foreign Language Assistance Program* (PR/Award No. T293A50162) of the Spring Branch Independent School District in Houston, Texas, was a follow-up grant to a previous FLAP grant in which the district developed video lessons for use in elementary school classrooms where no language specialist was available. The second FLAP grant adhered to the following objectives:

1. to meet the Goals 2000 standards by providing, through the use of technology, a foreign language opportunity to as many students as possible at the elementary level;
2. to utilize research-based instructional television strategies;
3. to maintain high expectations of student performance during their interactions with the television teacher, as well as between students and the regular classroom teacher; and,

4. to provide a program that was both cost effective and easily replicable.

Student achievement was quite high, as assessed using locally designed end-of-year grade-level tests, and as scored by teachers. Students were graded as either Excellent (E) [missed 0-1 items out of 40], Satisfactory (S) [missed 2-7 items out of 40], Needs Improvement (N) [missed 8-12 items out of 40], and Unsatisfactory (U) [missed more than 12 items out of 40]. The three-year average results for first through fifth grade indicate that, overall, 85 percent of participating students earned Excellent or Satisfactory scores with 49 percent of those scores being Excellent. Specific grade-level results appear in Table 7.

Table 7. Locally-Designed Assessment Results for *Bilingual Education Foreign Language Assistance Program*

<i>Grade Level</i>	<i>% E</i>	<i>% S</i>	<i>% E &amp; % S</i>	<i>% N &amp; % U</i>
<b>1<sup>st</sup></b>	44	39	83	17
<b>2<sup>nd</sup></b>	54	38	92	8
<b>3<sup>rd</sup></b>	51	35	86	14
<b>4<sup>th</sup></b>	43	37	80	20
<b>5<sup>th</sup></b>	54	20	74	26
<b>All</b>	49	36	85	15

**E = Excellent**

**S = Satisfactory**

**N = Needs Improvement**

**U = Unsatisfactory**

#### Example 2: Locally-Designed Assessment

The *Chinese Foreign Language Program: Philadelphia's Elementary Expansion Project* (PR/Award No. T293B60020) was established to enable classroom teachers to learn Chinese alongside their students while simultaneously receiving staff development training. Grant objectives included:

1. to expand and diversify the foreign language offerings of the district by introducing the study of Mandarin Chinese in elementary schools;
2. to help students increase their knowledge of the Chinese language, its history and culture;

3. to develop increased student understanding and appreciation of Chinese culture and the culture of the Chinese-American community;
4. to help classroom teachers and project managers increase their understanding of Chinese and Chinese-American culture;
5. to involve parents in the education of their children;
6. to improve the overall school performance (academic performance and classroom behavior) of all children participating in the program.

These objectives were delivered partially through the school district Distance Learning facilities and the services of an itinerant teacher of Chinese. Twice weekly, live interactive Chinese lessons were broadcast to schools and to the community. The itinerant teacher of Chinese visited the students in their classrooms two to three times per week to provide an additional hour of Chinese instruction.

In order to evaluate project students' basic speaking and comprehension skills in Chinese, the itinerant Chinese teacher and the program evaluator administered an oral test to fifty-five randomly-selected students from eleven Chinese classes (five students from each class). The teacher asked each of the students ten simple questions, and the following five-point rubric was used to assess responses:

- 0 – nothing understood
- 1 – comprehends/understands teacher's prompt but can't formulate answer in Chinese
- 2 – student's response is understandable
- 3 – pronunciation and tones are correct or expression is satisfactory
- 4 – pronunciation, tones and expression are all satisfactory

Using this five-point scale, the end-of-program assessment indicated that the average student score for language was 3.26 out of a possible four points.

To assess student knowledge of Chinese history and culture, the itinerant Chinese teacher developed a test that included ten multiple-choice questions and was administered to 268 students. Using this 10-item test with each item worth 10 points, seventy-two percent of the students scored either 90 or 100 percent correct; 13 percent scored 80; 7 percent scored 70; and, 7 percent scored 60 or below.

### Example 3: Locally-Designed Assessment

The FLAP grant of the Dallas (TX) Independent School District (TR/Award No. T293B60012) provided Japanese and Russian high school for-credit foreign language classes via television instruction with the support of a classroom facilitator/teacher. Students received instruction three to four times per week through television classes and communicated with the distance learning teacher through weekly telephone conversations. A partnership exists between the television teacher and the classroom facilitator in which the television teacher serves as master teacher. In this role, the television teacher presents new concepts and information that are then revisited and supported by the facilitator.

Using locally-designed tests that reflect the ACTFL Proficiency Guidelines students were assessed in the four skill areas of listening, speaking, reading and writing. The district-specified goal in the grant proposal was for students in the Japanese and Russian classes to function in both oral and written language with at least 70 percent accuracy. The following table summarizes the students' achievement in the two languages.

Table 8. Locally-Designed Assessment Results for Dallas (TX) Independent School District

<i>Course Grade</i>	<i>Fall, 1996</i>	<i>Spring, 1997</i>
<b>90-100</b>	<b>44%</b>	<b>29%</b>
<b>80-89</b>	<b>18%</b>	<b>38%</b>
<b>70-79</b>	<b>33%</b>	<b>18%</b>
<b>Below 70</b>	<b>5%</b>	<b>15%</b>

These data indicate that 95 percent of students passed the fall semester with grades of 70 or above with a failure rate of 5 percent. Students passing the spring semester totaled 85 percent, with a failure rate of 15 percent. Clearly, not all students met the desired result of 70 percent or better; however, to have students during both semesters complete at 95 percent and 85 percent respectively, in the above 70 range, is admirable.

### **Use of National Foreign Language Standards**

A portion of both questions 1 and 3 concerns the extent to which national foreign language standards were used to determine and monitor student performance. The investigation of these

FLAP grant annual performance reports and biennial evaluations reflect very little influence of the foreign language standards. This finding should not be alarming, however. *Standards for Foreign Language Learning: Preparing for the 21<sup>st</sup> Century* was officially unveiled in November 1995 at the annual meeting of ACTFL and actually carries a copyright date of 1996 (first edition). Given that the FLAP grants reviewed for this report were awarded in Fiscal Years 1995 and 1996, it is not surprising that the majority of these grants do not incorporate specific references to, or inspiration from, the standards. In fact, it is pleasing to note that several successful grant writers expressed their desire for their projects to be reflective of the new national standards. Those grants include:

- *China Project—Journey to the East* (Madison Metropolitan [WI] School District)
- *Foreign Language Assistance Program* (Milwaukee [WI] Public Schools)
- *Project Ansanm-Ansanm* (Broward County [FL] Public Schools)
- *Project LinC* (Livermore Valley [CA] Joint Unified School District)
- *Project Unidos* (Broward County [FL] Public Schools)
- *Japanese Model Schools Project* (Oregon State System of Higher Education)
- *Jardín de Niños* (Lovington [NM] Municipal School District)

Several of the grants listed above went beyond a cursory inclusion of national foreign language standards in their reports. For example, the *Japanese Model Schools Project* (to be discussed in more detail later in this report), based its entire focus on better equipping a cadre of Oregon teachers to understand and implement national standards for foreign language learning in their classrooms. Throughout the project's work, a nationally-replicable model emerged. Further reflective of a deep understanding of new directions suggested in the national standards is the *China Project—Journey to the East*. The project's first of eight goals was: *to provide an initial foreign language experience that allows students to gain both language concepts and diversity in cultures through substantive content.*

Serving as a foundation cornerstone for achievement of this goal is the notion that the theory of the three communicative modes (one of the basic organizing principles of the national foreign language standards) should undergird the design of all communicative activities for the project. Such a focus reflects the informed perspective of the grant writer and project manager. While the China Project did not include any student achievement data, reports submitted by the project

duration.

The degree to which any of the projects investigated in this study reflect national foreign language standards in their design or in the assessment of student performance is generally low. However, several projects, as noted above, provide a glimpse into early thinking and interpretation by those “in the field” about how standards should be implemented in the business of educating students.

## **Summary**

A review of the documentation supplied by each of the focus grants described in this section of the report indicates that students did, indeed, make progress along their journeys of learning foreign languages. Students evidenced growing abilities to understand, pronounce, speak, read and write the language under study appropriate to the time engaged in language learning and their own developmental levels. Grant reports indicate a multitude of various assessment measurements used to determine and plot student growth in language ability and cultural knowledge. From the use of a variety of standardized, external forms of assessment, to comprehensive portfolio models, to a number of locally-designed assessment instruments, the projects studied in this investigation documented that students evidenced a growing ability to understand and control new languages.

## **Communicative Instructional Models**

The second of the eight questions posed for the focus of this report asks the following:

**Were students in the program demonstrating use of the foreign language in real communicative situations?**

It can be assumed that all grants reviewed for this report designed their instructional programs in order to expose students to language-rich environments that would introduce them, in varying degrees, to real-life situations in which they might use their foreign language knowledge. Moreover, research of the various grant reports and evaluations revealed overt attention by a substantial number to the issue of teaching students to function in real-life, communicative contexts. With regard to the above question, one important observation must be made from the outset: the ability of a language user to function in a real communicative way requires the user to possess at least an Intermediate level of oral proficiency as measured by the ACTFL Proficiency Guidelines. General professional opinion indicates that students do not reach such a level until the third, fourth or fifth year of high school language studies (when no prior foreign language study exists) and not until the middle school years for students who begin foreign language learning in the elementary grades. Therefore, it must be understood that, in some cases, searching for examples or implications of “real communication situations” must be undertaken with the linguistic developmental level of the student in mind. For example, it is unlikely that the reports documenting programs at the elementary school level will provide much evidence of students operating in real communication situations—situations that one might expect to encounter and negotiate during the course of a normal day. However, such reports will provide indications of students learning how to communicate in the language at a pre-functional or Novice (ACTFL Guidelines) level. This is appropriate for the amount of time they have been exposed to the language. To answer the question posed above, this report will provide examples of grant projects that paid specific attention to the importance of a communicative language approach in their documentation.

Twelve examples have been chosen to illustrate the focus on real communication acquisition by students. Five of these examples represent programs that provided a direct instruction model; that is, foreign language was taught as a separate component of the curriculum. Two projects



were selected to illustrate other grade-level content being taught through the foreign language. Finally, five examples will look at real communication attainment through immersion programs.

### **Direct Instruction**

#### ***The China Project—A Journey to the East***

Madison (WI) Metropolitan School District

This grant indicates a clear focus on communicative language attainment of participating students using the national foreign language standards as one of its organizing principles. Language from the final grant evaluation states that “we strive to attain the national standards goal ‘for all students to learn how, when and why to say what to whom.’” Furthermore, the grant chose to use the communicative modes (interpersonal, interpretive and presentational), detailed in the national standards, as guidelines for developing speaking, listening, reading and writing activities in the classroom. Use of these standards-driven concepts leads one to extrapolate that students who received instruction through this grant were exposed to real communication situations in the target language.

#### ***Chinese Foreign Language Program: Philadelphia’s Elementary Expansion Project***

School District of Philadelphia (PA)

This distance-learning program for fourth and fifth grade students in the Philadelphia Schools provided them with a unique opportunity to learn to understand and speak Chinese without daily access to a teacher of Chinese in the classroom. Through combined resources that involved (1) live, interactive television broadcasts, (2) the regular classroom teacher who was learning Chinese along with the students, and (3) weekly visits by the television teacher, students were able to communicate about the following:

1. greet and bid farewell to each other in Chinese;
2. give information such as name and age, about themselves and their families;
3. indicate likes and dislikes regarding sports, food, etc.;
4. tell their favorite days, months, seasons;
5. describe what they are wearing;
6. relate daily activities to the time of day;
7. hold conversations with a classmate about the above;
8. talk about Chinese New Year, Dragon Boat Festival and Mid-Autumn Festival;

9. answer questions on various aspects of the cultures learned.

Following the position stated previously, while these students would be performing these tasks within the Novice range of proficiency from the ACTFL Proficiency Guidelines, they would, nonetheless, be using language appropriately for their level of exposure and linguistic development.

### ***Connections***

San Juan (CA) Unified School District

A project of the San Juan (CA) Unified School District, *Connections* (PR/Award No. T293B0052) provided services to approximately 200 K-12 students of Russian and Spanish at three elementary and middle school sites within a small geographic area feeding into Encina High School. The program offered intensive academic language development during the regular school day and through an extended day model (for exploratory foreign language experiences). The focus of instruction was on the use of the spoken language in real-life contexts. Lessons were characterized by student-centered situational activities, and rules of grammar were not taught unless specifically requested by students. Communication of ideas was the focus of instruction, with a high tolerance for errors in linguistic accuracy as long as the message was effectively communicated. The project staff considered errors developmental. The result of this approach was that skills emerged naturally through oral production in a low anxiety setting.

### ***Foreign Language Assistance Program (Milwaukee)***

Milwaukee (WI) Public Schools

The Milwaukee Public Schools' FLAP grant (PR/Award No. T293B60116) was designed to improve and expand the existing foreign language program including new students at new sites; to expand the instructional delivery time; to begin providing Japanese and Chinese instruction at the elementary school level; and to more fully develop staff in effective foreign language teaching methodologies and technology. Teaching students to operate in real communication situations is indicated in the Milwaukee grant, through their additional goal of providing meaningful contexts in which students acquire second language, as well as communicative connections in real use of the language, through links between native-Spanish speaking students and Spanish as a second language learners. This sort of instructional connection heightens the

possibility that students find themselves in communicative situations that require them to operate at a functional level of proficiency.

### ***Project Japan***

Capistrano (CA) Unified School District

This project sought to provide all elementary students within the Capistrano Unified School District the opportunity to learn the Japanese language and Japanese culture. The project tied itself to the district mission that states “all CUSD students will demonstrate conversational ability in a second language.” The intent of *Project Japan* is that students learn to communicate in a real-life manner. Furthermore, *Project Japan* offered incremental, sequential instruction in Japanese using techniques such as the natural approach and total physical response, as well as designing classroom experiences centered on Howard Gardner’s theory of the multiple intelligences. Such an experiential approach to language learning leads to the conclusion that, with this project, students learned to use the language for real communicative purposes.

### **Content-Related Instruction**

#### ***Ciencias en español***

Houston (TX) Independent School District

The Houston (TX) Independent School District project *Ciencias en español* was designed to provide students who are primarily English-speaking an opportunity to acquire second language skills through hands-on, experiential science instruction. Evidence of students developing real communicative ability in the language is found in the fact that, during the first year of the program, students built a receptive Spanish language vocabulary based on instructional content (science). In the second year of the program, students built upon their receptive vocabulary and began to venture into oral communication; while in the third year of the program, students expanded their ability to communicate about what they had learned in their science classes. This approach follows a very natural progression of language learning ability in which a receptive period proceeds to one where the learner feels comfortable speaking the language. From documentation in their reports, students in the *Ciencias en español* program learned to communicate real messages related to content that was familiar to them—in this case, science.

### ***Project LinC***

Livermore Valley (CA) Joint Unified School District

*Project LinC* of the Livermore Valley (CA) Unified School District provided foreign language instruction to elementary school students following a thematic unit approach used throughout the school. Spanish instruction was provided in the context of the thematic unit through specially designed activities taught by a Spanish-language specialist. Activities involved following directions in Spanish, building a model by following directions, and using Spanish vocabulary to answer questions about a topic. Samples of student work were collected throughout the grant period. In 91 percent of the samples studied, students mastered not only the content activity but were also able to execute the project either by listening to directions in Spanish or using Spanish during the activity. This type of language use is evidence that building blocks are essential in the early stages of language learning in order for students to advance to a functional level of proficiency.

### **Immersion**

The fact that so many FLAP grants focused on teaching foreign languages through an immersion model (whether full immersion, partial immersion, or two-way bilingual) reveals that American educators and parents are increasingly aware of immersion education as being among the most efficient and effective methods for native English-speaking students to achieve second-language proficiency. Not only do students learn a second language; they also become responsible for learning the appropriate grade-level content that is taught using the foreign language. The result is that students learn, in possibly the most effective way, appropriate grade-level content *and* a foreign language.

By virtue of the immersion design model, students engaged in such instructional configurations learn to communicate for real purposes. They use their foreign language to perform and explain math functions; they follow directions to complete a science experiment; they develop social studies projects and provide explanations to classmates; they learn to hop, skip and jump while counting in the foreign language. In short, immersion students use foreign language as the primary means of communicating anything and everything within their instructional environment. Inasmuch as this model implies, by its very nature, that use of language occurs for real and practical reasons, this report will not examine the grants listed

below. Rather, they are indicated as examples of immersion models that have effectively led students to the path that can ultimately take them to functional proficiency in the target language.

***Foreign Language Assistance Program (Dual Immersion)***

Bakersfield City (CA) School District [TR/Award No. T293B60077]

***Japanese Language Expansion Project***

Clarendon Elementary School [TR/Award No. T293B60033]  
San Francisco, CA

***Korean Foreign Language Assistance Program***

Los Angeles Unified School District [TR/Award No. T293B60034]

***Project FLAME***

Long Beach (CA) Unified School District [TR/Award No. T293A50154]

***Project Unidos***

Broward County (FL) Schools [TR/Award No. T293B60086]

**Summary**

The review of documentation provided by grant recipients clearly indicates that students involved in these FLAP projects were learning to use the language they were studying for real communicative purposes. Regardless of the instructional model selected—whether direct instruction, content-related instruction or immersion education—students marched along a language performance continuum moving from functioning at Novice levels on the ACTFL Proficiency Scale to sustaining language performance that measured in the Intermediate ranges of proficiency.

## **Professional Development / Licensure**

In the area of professional growth and credential changes of teachers involved with FLAP grants, this report addresses the following set of questions:

**What were the qualifications of teachers? How many teachers participated in in-service training or staff development activities during the course of the grant? What types of credentials and/or capabilities resulted from these activities?**

The qualifications of participating teachers in these grants are unknown due to the absence of this information in the reports and evaluations. However, the following sections will address the numbers of teachers who participated in grant-sponsored training and the credentials and/or capabilities changes that resulted from that training.

### **Numbers of Participating Teachers**

Project directors and project evaluators did not follow any single standard format in reporting progress of their grants; therefore, consistent information is difficult to obtain. Some reports document numbers of teachers and other staff who participated in professional development opportunities; others do not address the issue. However, the chart on the following page will supply participation information for those focus grants that did report this information.

Table 9. Numbers of Educators Participating in FLAP Grants Investigated in This Report

<i>Grant Title / Institution</i>	<i>Staff Participation</i>
<i>Bilingual Education</i> Spring Branch (TX) Independent School District	192
<i>Bringing New Languages to Younger Students</i> Wisconsin Department of Public Instruction	483
<i>Bringing the World to the Midlands</i> Lexington (SC) School District One	120
<i>The China Project—Journey to the East</i> Madison (WI) Metropolitan School District	12
<i>Chinese Foreign Language Program: Philadelphia's Elementary Expansion Project</i> School District of Philadelphia	12
<i>Ciencias en español</i> Houston (TX) Independent School District	5
<i>Connections</i> San Juan (CA) Unified School District	25
<i>Foreign Language Assistance Program (Dual Immersion)</i> Bakersfield (CA) City School District	7
<i>Japanese Model Schools Project</i> Oregon State System of Higher Education	107
<i>Jardín de Niños</i> Lovington (NM) Municipal Schools	18
<i>Learning Mandarin Chinese in Indiana</i> Indiana Department of Education	24
<i>Project Ansanm-Ansanm</i> Broward County (FL) Public Schools	40
<i>Project FLAME</i> Long Beach (CA) Unified School District	6
<i>Project Japan</i> Capistrano (CA) Unified School District	6
<i>Project LinC</i> Livermore (CA) Joint Unified School District	32
<i>Project SAM</i> Louisiana Department of Education	860
<i>Regional Instructional Television Consortium</i> Region 10 Education Service Center, TX	1,077
<i>WyFLAP</i> Wyoming Department of Education	167
<b><i>Total Staff Participation</i></b>	3,193

## **Credentials / Capability Expansion**

The degree to which the grants studied during this investigation led to changes in teaching credentials and capabilities in providing better quality foreign language instruction varies. By looking at the following multitude of examples from the reports and evaluations, a kaleidoscope of professional development opportunities for the teachers charged with implementing these grants becomes apparent.

### Credential Expansion

#### ***Bringing New Languages to Younger Students: Wisconsin's Professional Development of Language Teachers*** (PR/Award No. T293C60015)

Wisconsin Department of Public Instruction

- Thirty-five teachers used their training experiences in methods and student teaching as a means of becoming certified to teach foreign languages at the elementary school level.

Also . . .

- Through training provided in a Modified Oral Proficiency Interview workshop, teachers learned how to evaluate students' oral proficiency in line with standards-based goals and instruction.
- Fifty-five teachers were trained in a Summer Standards Institute to serve as regionally-based trainers who work in pairs to provide outreach workshops to more than 300 additional Wisconsin foreign language educators.

### ***Connections***

San Juan (CA) Unified School District

- A summer language institute offered project staff the opportunity to earn six units of credit through California State University-Sacramento. These credits were applicable to licensure changes.

Also . . .

- Eight two-hour afternoon sessions were provided to project staff who focused on these topics: language development and the teacher's role; methods and approaches to facilitating language acquisition; active learning techniques; use of phonics; development of



communication skills; cultural sensitivity and awareness; use of student tutors; and peer coaching.

***Foreign Language Assistance Program***

Milwaukee (WI) Public Schools

- During the grant period, one teacher completed licensing requirements to teach foreign language at the elementary school level.
- Three teachers were in the process of completing their studies toward foreign language certification.

Capabilities Expansion

***Bilingual Education***

Spring Branch (TX) Independent School District

- One project resource teacher/facilitator attended FLES training and then provided turnkey training to twenty-four parent volunteers.
- Nineteen classroom teachers participated in project in-service training focused on recent developments in brain research.

***Bringing the World to the Midlands*** (PR/Award No. T293B60121)

Lexington (SC) School District One

- Full day Saturday FLES workshops were conducted for more than one hundred teachers.
- Twenty new elementary school foreign language teachers attended a project-sponsored three-week Summer FLES Institute planned jointly by the grant institution and the South Carolina Department of Education.

***The China Project—Journey to the East*** (PR/Award No. T293A50132)

Madison (WI) Metropolitan School District

- In Year 1, ten middle school team teachers were trained to use interdisciplinary materials to teach Chinese language and culture to middle school students.



- Ten additional team teachers were trained in Year 2; four teachers from the first cohort of trainees attended the second training session to refine their units of instruction and to acquire additional reading materials.

***Japanese Model Schools Project*** (PR/Award No. T293A50091)  
Oregon State System of Higher Education

- Teachers increased their effectiveness through participation in workshops on these topics:
  - Oral Proficiency
  - Total Physical Response
  - Brain Research in Language Teaching
  - Proficiency-Based Activities for the Classroom
  - Textbook Adaptation and Lesson Planning
  - High-leverage Generic Pair Activities
  - Technology
  - Assessment

***Korean Foreign Language Assistance Program***  
Los Angeles (CA) Unified School District

- Project administrators and teachers completed eight days of training in theoretical foundations.
- Seventy percent of project teachers completed an intensive summer Korean language development program.

***Jardín de Niños***  
Lovington (NM) Municipal Schools

- At least four teachers earned college credits applicable toward certification modification.
- Teachers attended the Teacher Partner Summer Institute sponsored by the National K-12 Foreign Language Center at Iowa State University and at a summer institute held in Taos, NM.

***Learning Mandarin Chinese in Indiana*** (PR/Award No. T193A50007)  
Indiana Department of Education



- Teams (consisting of at least one elementary school teacher, a secondary foreign language teacher, a media specialist and a district administrator) from five Indiana school districts were formed to expand the offering of Chinese language and culture study in Indiana.
- All team members took part in intensive summer institutes to learn Chinese, in Indiana for two years, followed by an immersion experience in China during the third year.
- Ten elementary school teachers were trained to teach Chinese at the elementary school level.

***Project Ansanm-Ansanm*** (PR/Award No. T293B60087)  
Broward County [FL] Public Schools

- Training initiatives for project teaching staff encompassed the following areas:
  - Administering Criterion-referenced Assessment
  - Foreign Language Methods and Strategies
  - Creating Proficiency-based Curriculum Activities
  - Integrating Multicultural and Haitian Cultural Activities
  - Technology in the Classroom

***Project EXCEL***  
San Dieguito (CA) Union High School District

- Project teachers attended a two-week workshop to research, discuss and design instructional activities, resource materials, curricula, lesson plans and cultural information and to plan interdisciplinary units of instruction.
- A second two-week workshop was sponsored so that teachers could continue to refine the existing curriculum, to plan additional interdisciplinary lessons and to receive additional training in new communication-based activities, portfolio assessment and holistic scoring techniques.

***Project FLAME***  
Long Beach (CA) Unified School District

- Throughout the grant period, project staff received extensive training in the following areas:
  - Theory and practice of immersion instruction
  - Setting appropriate expectations for an immersion classroom



- Oral language development and its implementation for the curriculum
- Motivating students toward second language learning
- Integrating technology with Japanese and French
- Designing activities that are congruent with program goals
- Designing authentic assessments congruent with program goals
- All project staff completed at least three days of training per year in the above listed topics.
- A large percentage of teachers who participated in this annual training program reported that the workshops had *significantly* increased their knowledge base.

### ***Project LinC***

Livermore Valley (CA) Joint Unified School District

- Initial intensive summer training was provided to project staff through a two-and-a-half day Spanish language workshop in which these elementary teachers reviewed school vocabulary and classroom phrases and applications. During each afternoon session, teachers spent three hours in the homes of Spanish-speaking community members, so that conversational ability could be practiced. Each teacher and host shared lunch as part of the experience.
- A second intensive institute was offered in Year 2, three days prior to the opening of the school year. New staff was introduced to the program, and one day was spent reviewing the previous year's training sessions. In addition, time was allocated for the design of lesson plans and related activities.

### ***Project SAM (Standards, Assessment, Materials)*** [PR/Award No. T293A50097]

Louisiana Department of Education

- K-12 teachers attended three regional workshops that addressed new state foreign language standards, assessments and materials that were developed through this FLAP grant and in conjunction with other grants. Approximately 800 teachers attended these regional workshops.
- Sixty-five French and Spanish teachers attended three-week summer immersion institutes to develop classroom teaching and testing activities; to learn about effective teaching techniques; and to develop a system of sharing this information with colleagues in their home districts.

***Project Unidos*** (PR/Award No. T293B60086)

Broward County (FL) Public Schools

- Teachers attended a three-day seminar that focused on the teaching of Spanish as a second language and Spanish for native speakers of Spanish.
- A five-day Professional Summer Institute addressing various multi-sensory activities that could be implemented in the classroom was provided for project teachers.

***Regional Instructional Television Consortium*** (PR/Award No. T293A50015)

Region 10 Education Service Center (TX)

- Eight hundred ninety-six teachers participated in a “face-to-face” training session on the use of video and classroom-based materials.
- Thirty-three teachers were involved in weeklong intensive summer Spanish institutes.
- One hundred ninety-eight teachers participated in TENET and Internet training sessions relevant to use of the televised classroom materials.

***WyFLAP*** (PR/Award No. T293B60013)

Wyoming Department of Education

- Five three-day intensive summer institutes were held, during which sixty-five foreign language teachers participated. These experiences were offered to:
  - improve teaching methods
  - increase the understanding of the national foreign language standards and their impact on assessment
  - create networks among teachers
  - enhance technology training and usage
- Follow-up training was delivered via compressed videoconferences every five weeks.
- Summer “reunions” were held in Years 2 and 3 to continue work on collaborative and individual projects related to standards and assessment rubrics.
- Modified Oral Proficiency Interview training was provided to participants.

## Summary

Perhaps one of the richest areas of promising practices to be found among the focus grants studied in this investigation is that of professional development. From staff development that focused solely on the faculty of a particular grant school, to programs that involved a number of community schools, to district-wide programs, to those mobilizing an entire state, foreign language teachers who participated in these grants were the recipients of phenomenally rich opportunities to grow and change and even to lead. As one of the grant performance reports states, “For many of the participants, their training represented the beginning of a leadership phase of their careers.” In a number of projects, faculty were able to use their professional development experiences to expand their licenses to include higher certification levels or to add new languages. Not only was evidence noted of capacity building with current staff; several of the projects examined in this study reached out to “grow” new teachers, particularly in the critical languages, and have made it possible to provide quality instruction in those languages where there might otherwise have been no instruction available. As cited in this section of the report, clear evidence exists that educators, not just foreign language teachers, who were involved in these projects grew and prospered as a result of the experience.

### **Articulated Sequences of Language Instruction**

Question 5 of the eight questions posed for this report queries the following:

**How many projects had a well-articulated sequence of language instruction that takes learners from the beginning stages to more accomplished levels (elementary to high school) of language competence?**

The review of reports and evaluations from the grants represented, first, in the broad study, and second, in the focused analysis, indicates that most programs paid a great deal of attention to the importance of highly articulated and sequenced language instruction. To that end, the vast majority of grants that pursued classroom instruction as their goal allocated time and resources to curriculum development with advance training in an orientation that centered on a continuum of proficiency development. Moreover, documentation for the reports affirms that attention was given, within the scope of the instruction provided through the grant, to ensuring that articulated sequences of language learning were effected. However, when one considers that the intent of the question posed is to isolate those grants that developed or enhanced articulation patterns in the range from *elementary* school to *high* school, the case studies narrow drastically. Nonetheless, excellent examples of efforts to develop articulated sequences of language learning – that span years and buildings – are available from the reports and evaluations, and they follow.

#### ***China Project—Journey to the East***

Madison (WI) Metropolitan School District

This grant to expand the study of Chinese language and culture study within the Madison School District was originally intended to encompass Kindergarten through twelfth grade. Drastic budget cuts in the federal funding of these projects during the second year of the funding cycle made it impossible for this district to implement the program into the lower grades. However, this investigation cites this particular project because the articulation pattern that developed for the expanded middle and high school Chinese program serves as an implementation model. It can confidently be projected that a solid, well-conceived and highly articulated K-12 program of study *would* have been the result had the funds been provided.

*The China Project* is a nine-week interdisciplinary thematic unit developed by three teachers representing Chinese language and culture, cultural geography and language arts. It was originally provided to seventh graders in the Madison district, with no immediate follow-up planned in the curriculum. That is, it was a stand-alone instructional experience. Spurred by the high level of interest of students and staff who taught the unit, the grant sought to capitalize on this phenomenon by kick-starting an articulated Chinese language program that would expand the district's Chinese offering from the existing high school level to include lower grade levels. Inasmuch as the district foreign language program for French and Spanish included an exploratory course in both languages during sixth grade, and the option to begin formal language study in seventh grade, continue through eighth grade, and then throughout high school, an articulation precedent was set that Chinese language studies could also pursue, given that funding be made available. The grant provided this funding. Therefore, it became possible for students to have an exploratory experience in Chinese language and culture in sixth grade (taught by the sixth grade teams); the option of enrolling in Chinese I in seventh and eighth grades; and an opportunity to continue a full sequence of Chinese language study through high school.

The project components included (1) staff training in the Chinese language for the sixth grade teams; (2) adaptation of the current social studies and language arts curricula to present a thematic approach to a China unit; (3) support for instruction through the addition of a master teacher at each school; (4) the addition of technology to each classroom; (5) production of a resource kit and videos; and (6) the introduction of Chinese community members into the classroom setting for cultural instruction. Perhaps the most important component of the grant was the capacity of the school system to sustain the program after the completion of the grant.

Impressive enrollment numbers shown in Table 10 evidence the ability of this program, not only to provide a well-articulated sequence of language instruction but also to attract students.

Table 10. Enrollment Figures for *China Project—Journey to the East*

<b><i>Grade Levels</i></b>	<b><i>1996-97</i></b>	<b><i>1997-98</i></b>	<b><i>1998-99</i></b>
<b><i>6<sup>th</sup></i></b>	300	375	400
<b><i>7<sup>th</sup> / 8<sup>th</sup></i></b>	0	70	75
<b><i>High School</i></b>	48	72	106



A summary of the above data shows that student participation in this endeavor increased nearly 60 percent, from 348 students in the project's first year to 581 enrollees during the final year. According to the project director's report, "No one drops the course except for family moves and at that, they ask to continue study in their new towns where, unfortunately, there is usually no Chinese program." These high numbers indicate a great satisfaction on the part of the students enrolled in the program and can indirectly speak to the effectiveness of the program and its finely tuned articulation pattern to take students through a well organized program that leads to Chinese language proficiency.

### ***Connections***

#### **San Juan (CA) Unified School District**

Serving a geographical area in Sacramento County that is comprised of a large number of native Spanish speakers, the San Juan district recently experienced a great influx of Eastern European immigrants, most of whom speak Russian. Wanting to meet the needs of these native speakers of Spanish and Russian, and to provide enriched language learning opportunities for its English-speaking student majority, the San Juan district used grant funds to initiate a program that would make language study available for students in elementary, middle and high school.

To meet the needs of K-8 learners, the project planners implemented an exploratory program designed to build interest in foreign language and that would build a demand for more language instruction at the high school level. The K-8 program operated as an extended day exploratory program in the four feeder schools of Encina High School. Classes met twice weekly for 90-minute sessions in both Russian and Spanish. Instruction stressed oral and written communication through a variety of activities designed to entertain and motivate and included a broad base of cultural infusion activities. Language emphasis was placed on using the language for meaningful communication with others.

Following participation in the K-8 program, students advance to appropriate high school language study courses in the two languages. Upon high school entrance, native-speakers of Russian and Spanish are placed in courses specifically designed for native speakers (in fact, middle school students who are native speakers are bused to the high school location to take advantage of these courses), while English language-dominant students begin formal study of either language.

Project staff dedicated time and energy to the design of a curriculum that would articulate language learning from the exploratory experience to the high school setting. The high school program of studies echoes the focus of K-8 instruction by centering classroom learning on the use of the target language in real-life contexts.

While not an example of a highly sophisticated articulation path for second language study, this model still provides an example of an approach that a district might follow when monetary and human resources might be scarce. Furthermore, it illustrates that even a program of this magnitude can adhere to a communicative approach philosophy to language learning.

***A Japanese Foreign Language Program at the Elementary Level*** (PR/Award No. T293A50040) Capitol Region Education Council (CT)

The East Hartford/Glastonbury Magnet School program is the joint venture of these two Connecticut school districts in which, through this FLAP grant, Japanese language and culture instruction is provided to all students, beginning in Kindergarten and continuing through fifth grade. Approximately 255 students at this technology/science magnet school receive thirty minutes of daily instruction in Japanese. Great emphasis is placed on the creation of a developmentally-appropriate curriculum to guide instructional planning with a focus on listening and speaking. Reading and writing play a more reduced role for this age of Japanese language student.

The implementation of this grant to provide every elementary school magnet student with a substantially solid foundation in the study of Japanese also created an articulation problem. While students would ultimately matriculate to high schools where high school level Japanese instruction would be available, nothing existed at the middle school stage. Thus, while the grant would provide for meaningful elementary school experiences in Japanese, it would also create a gap within the K-12 sequence.

To compensate for this potential lapse in instruction, the school boards of East Hartford and Glastonbury pursued an alternative method for bridging this gap by providing a distance learning option. Ultimately, an agreement was struck between the two cable companies that service the two towns and a vehicle to provide instruction was in place. At that point, attention turned to (1) hiring appropriate staff to provide the distance instruction and (2) designing a continuation of the elementary school curriculum that would also carry over to the high school program.



The result is a creative solution to what could have been an articulation nightmare. Students from the magnet school now receive daily instruction in Japanese, followed in the middle grades by a distance learning program provided by a Japanese language specialist. Afterward, students move into the established high school program and are placed at their appropriate linguistic development level.

### ***Project FLAME***

Long Beach (CA) Unified School District

The Jackie Robinson Academy in Long Beach used its FLAP grant to expand its partial immersion experience for the 400 K-8 students it serves. Two hundred students were admitted to the Japanese program, as well as 200 to the French component. Initially designed to provide instruction in the target language during 80 percent of the day, the program was reduced to 50 percent target language instruction because of parental concern that their children were not receiving adequate English instruction.

Although students who complete their studies at the Jackie Robinson Academy ultimately attend five receiving high schools, the greatest numbers of students attend Polytechnic High School. To ensure the highest level of articulation between the two schools, both staffs engaged in (1) collaborative curriculum development for Japanese and French history and social studies; (2) yearly revision of joint language-related activities (i.e., K-12 standards for Japanese and French); and, (3) joint in-service workshops covering a wide variety of relevant topics. As much as possible, these efforts ensure that a clear articulation path exists between the two schools. Much to the credit of Robinson for the quality of instruction, and to the collaborative spirit that exists between Robinson and Polytechnic, students entering high school place at advanced (beyond first year) levels of foreign language competence. In fact, 12 percent of the students who left Robinson in 1998 placed at the third-year high school level.

### ***Project LinC***

Livermore Valley (CA) Joint Unified School District

Reaching down to the elementary grades to provide meaningful, content-related foreign language experiences, *Project LinC* also created an articulation challenge to its district. Before the project's implementation, the first opportunity for Livermore students to begin language study was in seventh grade where they could divide the first-year high school foreign language

course between seventh and eighth grades. Students then streamed into the second-year course at the high school level. However, as *Project LinC* was put into place, the district was faced with the reality that although an elementary program and a seventh through twelfth grade program existed, no foreign language instruction was available in sixth grade. As a result of this discovery, a group of parents petitioned the school board to provide this instruction, and a pilot sixth-grade course, with the content correlating to the existing curriculum at the middle school, was offered in two of the district's middle schools.

Because of the expansion of the district's foreign language offering through the award of this grant, district foreign language faculty engaged in study groups to discuss articulation challenges that the instructional pattern would bring. In addition to curriculum discussions, the language faculty addressed the issue of awarding high school credit for elementary and middle school language studies with hopes that students could qualify through testing for advanced placement in the high school program. While grant documentation does not report final solutions to the articulation issue, the district demonstrates the successful implementation of a K-12 foreign language program and a continuing dialogue among the teaching staff about better ways to create a seamless, well-articulated language learning path for their students.

## **Summary**

While articulating language study from year to year and building to building was a concern of nearly every grant reviewed for this report, the projects described in the previous few pages have evidenced concerted efforts to address this recurring concern in the American foreign language education community. A number of successful examples were cited in which astute project directors sought to involve language educators from all four school levels—elementary school, middle/junior high school, high school, and collegiate—in addressing the challenges of developing a seamless language learning continuum that begins in Kindergarten and continues through university study.

## Model Strategies

It should come as no surprise that many of the grants studied in this investigation created programs, materials or other support networks that can serve as models to school districts throughout the country. Many of the trial-and-error aspects have already been experienced by the grant awardees. Therefore, tried-and-proven tools to improve student learning, as well as teacher and parent education, are available because of these grants.

In response to the sixth set of questions posed for this study (i.e., **Which projects developed / implemented model strategies that can be disseminated to other localities? Which program types were most common?**), this report organizes the models into the following six categories:

1. Teacher Training
2. Materials
3. Summer Programs
4. Local District Support
5. Parent Component
6. Community Involvement

Under each category, model examples with explanations will be given.

### Teacher Training

#### *Learning Mandarin Chinese in Indiana*

Indiana Department of Education

This program models the expansion of foreign language teaching into the elementary grades by equipping traditional grade-level teachers with language and culture background. Non-Chinese speaking elementary school teachers and middle and high school teachers of other foreign languages were exposed to intensive summer training and academic year continuation of study over a two-year period in Indiana. During the third summer of the grant, teachers spent six weeks in China in a highly structured program of language and culture education. This program produced twelve newly-prepared teachers of Chinese for the state of Indiana, who provided instruction to 744 elementary school students, eighty-three middle school students and 113 high school students in the year following completion of their training. The result is that 940 students, who would not otherwise have had the opportunity without this capacity-building model, received Chinese language and culture instruction.



Another important aspect of this model is its use of a team approach to ensure a total buy-in of the program. Teams consisting of at least one elementary school teacher, a secondary foreign language teacher, a media specialist and a district administrator were assembled from the participating districts. This organizational format provided valuable professional dialogue between teachers from the elementary grades through high school, and further paved the way for (1) materials acquisition through the involvement of the media specialist and (2) district level program support through the involvement of a central office administrator.

### ***Japanese Model Schools Project***

#### **Oregon State System of Higher Education**

The success of the Model Schools Project as a teacher education and language expansion model allowed for its application to the teaching of other languages throughout Oregon and has been shared with colleagues in twelve additional states and provinces. The program was built around two principal teacher education initiatives: Models of Excellence and Pioneer Schools.

During each year of the grant, five schools with outstanding Japanese programs were chosen as models of excellence. Teachers at these schools were given release time, support of partner teachers and were provided workshops led by nationally-recognized experts to help them devise models of standards-based education that would be practical in a real-world application. Model Schools teachers from Year 1 became partner teachers for Model School teachers for Year 2, thereby building a cadre of mentors who continued to act as leaders and trainers.

The Pioneer Schools Initiative supported new Japanese language programs at the K-8 level. Eight new programs were created over two years. Pioneer Schools teachers received release time, mentoring and expert assistance in developing sustainable, high-quality K-8 programs. This initiative helped reverse a pattern of dissolution experienced by schools that created Japanese programs only to watch them disappear because of a lack of teacher expertise.

Partner teachers, or mentors, collaborated with another teacher or a group of partner teachers. Activities between teacher and partner included classroom observation and feedback to the classroom teacher; visitation to classrooms of highly respected teachers; review of lesson content and configuration; curriculum development; and attendance at workshop/training.

This composite program of teacher training has empowered a sizable group of Oregon Japanese language teachers (both experienced and novice) and has created and nurtured new language programs throughout the state.

***Regional Instructional Television Consortium Elementary Spanish Program***  
Region 10 Education Service Center (TX)

Designed to provide a comprehensive and multi-faceted staff development support system for the existing distance learning elementary Spanish program, this grant served the needs of hundreds of elementary school teachers in the Region 10 service area of Texas. While a partnership with the Richardson (TX) Independent School District had produced and broadcast a comprehensive elementary school Spanish distance learning program, no focused staff development initiative had been launched to train classroom teachers in effective ways to use the program's video and print materials. Furthermore, many classroom teachers were unfamiliar with the Spanish language and culture; hence, their ability to participate was limited.

This grant allowed the Region 10 service center to (1) provide face-to-face training sessions for nearly 900 teachers; (2) sponsor week-long intensive summer Spanish institutes in which thirty-three teachers participated; (3) train 198 teachers to more effectively use TENET and the Internet; and (4) provide live monthly utilization training sessions throughout the course of the grant.

Through this unique and highly effective collaborative model, more than 16,000 students at seventy-three campuses in twenty-five school districts were provided elementary school Spanish instruction in classrooms where teachers were well trained in the use of teaching materials and became more knowledgeable about the Spanish language and cultures.

***Bringing New Languages to Younger Students***  
Wisconsin Department of Public Instruction

One of several replicable models that emerged from this grant was its Summer Standards Institute designed to train fifty-five teachers to serve as regionally-based trainers who work in pairs with other classroom teachers to implement state and national foreign language standards. After training, each pair of trainers conducted three training sessions in various parts of the state, sharing their acquired knowledge and activities focused on implementing and assessing the inclusion of standards with colleagues. These training sessions affected hundreds of Wisconsin

foreign language teachers. Because of the success of the first institute, a second institute was organized the following summer, funded by non-grant funds, in which forty-one additional teachers were trained.

This model of turnkey training, while not innovative, is extremely effective as a vehicle for sharing new information with large numbers of professionals in a cost-efficient manner. Furthermore, teachers trained to be leaders often enjoy a new sense of empowerment as they move into roles that allow them to help their colleagues reach higher levels of understanding and application.

### **WyFLAP**

Wyoming Department of Education

The Wyoming Department of Education was forced to examine alternative forms of staff development delivery due to the location of its 139 foreign language educators over great geographical distances. Spurred by a desire to disseminate information effectively about new national foreign language standards, this grant combined two effective forms of teacher training: face-to-face institutes and video-conferencing.

To accommodate the great distances, five strategically-located summer institutes were organized, and nationally-recognized experts informed teachers about the national standards. Throughout the following academic year, teachers connected with each other through compressed-video conferences, enabling them to sustain their learning and to discuss classroom application experiences. Additionally, teachers had access to foreign language experts through email, and a statewide listserv was set up to guide teacher efforts in standards implementation. To maintain the momentum, summer “reunions” were planned in which training efforts continued.

This model offers an excellent example of the power of technology to enhance the staff development enterprise in an effective and cost-efficient manner.

### **Materials**

#### ***Bilingual Education***

Spring Branch (TX) Independent School District

Through previously-received funding, the Spring Branch district had developed distance learning programming in Spanish for students in first and second grades. This FLAP grant



allowed the district to expand the elementary offering through fifth grade. During the grant period, 103 new video lessons were produced. Additionally, accompanying workbooks were produced and distributed to all third, fourth and fifth grade students enrolled in the program, and other supplementary curriculum materials were created for fourth and fifth grades. At the grant's conclusion, 5,288 students and 329 teachers, in grades PK-5, on eleven different campuses were served by this distance learning program.

This grant provided videos and classroom-based support materials to both students and teachers, thus allowing for an alternative elementary school delivery model for school districts that may have limitations on their fiscal and/or human resources.

### ***China Project—Journey to the East***

Madison (WI) Metropolitan School District

Central to the success of this project is the use of an interdisciplinary introduction to Chinese language and culture intended for use in the middle grades, and in this case, specifically for sixth grade. This unit, designed to be implemented for two hours daily within a nine-week period, contains the following components: student expectations, syllabus, worksheets, audio tapes, games, cultural projects and videos. These materials would be especially useful to any school interested in building interest in a Chinese language program and/or providing rich supplementary materials for its social studies curriculum.

***CLASS (Chinese Language Achievement Through Sequential Study)*** [PR/Award No. T293B60113] Hawaii Department of Education

This program was designed to provide Mandarin Chinese classes after school for one hour daily to students at the Queen Kaahumanu Elementary School in Honolulu. A Level One (basic) curriculum package was developed through the grant, and it contained twelve instructional units, each with its own objectives – text, vocabulary, characters, cultural notes, activities and assessment strategies. As a part of the curriculum materials, a teacher's manual, student handbook and student workbook were also made available.

### ***Project Ansanm-Ansanm***

Broward (FL) County Schools

As a result of this grant, Haitian-Creole language, culture, history and art education were made available to Kindergarten through fifth grade students at the district's Thurgood Marshall

Elementary School. A three-volume proficiency-based curriculum guide was developed as a part of this project, as well as a Kindergarten Haitian-Creole Interview Checklist and criterion-referenced test. These materials are excellent sources for curriculum and instructional planning guidance for any school wishing to implement Haitian-Creole instruction, an area in which very few materials currently exist.

### ***Project EXCEL***

San Dieguito (CA) Union High School District

This grant produced valuable materials during the span of its existence. It was designed to further the study of Japanese and Spanish and to introduce a well-organized interdisciplinary area studies course. A complete proficiency-based curriculum model for the teaching of Japanese I, II and III was developed, revised and finalized during the three-year grant period. Additionally, ten cross-disciplinary and communication units for the teaching of Pacific Rim studies were drafted, field-tested and revised. These materials offer excellent examples of a comprehensive foreign language program that not only makes language instruction available but also goes into a contextually-detailed study of the region where the language originated and where it still evolves.

### ***Project Japan***

Capistrano (CA) Unified School District

During one summer of the grant's existence, a group of teachers was engaged to develop a Japanese Resource Center for teachers within the school. Designed as a "teacher-friendly" space, the center allowed teachers of all fluency levels an opportunity to receive extra instruction, at any time, in the absence of Japanese language staff. As a part of the center's creation, "resource boxes" were produced for each classroom in the school. Each box contained a variety of materials that could be used to play games, engage students in activities and/or review instruction with an entire class, a small group or an individual.

### ***Project SAM (Articulation through Standards, Assessment, Materials)***

Louisiana Department of Education

Collaboration with other grant sources allowed the Louisiana Department of Education to develop a number of timely materials for foreign language teachers in that state. FLAP grant funds allowed for development of benchmark Spanish exams that can be used to measure



students' abilities after elementary and middle school experiences in the language. Developed by the project were:

*Fifth Grade Spanish Listening Comprehension Test: Rumbo al Festival Latino*

Test Components: teacher manual, student booklet (containing teacher and student questionnaires), cassette, computer answer sheets (teacher and student).

*Eighth Grade Spanish Proficiency Exam: Viaje a EPCOT*

Test Components: teacher manual, student booklet (containing teacher and student questionnaires), cassette, computer answer sheets (teacher and student), speaking packet.

Over the course of two summers, sixty-six teachers from forty-eight Louisiana parishes created classroom materials that reflect the Louisiana assessment instruments, as well as the newly established standards. These thematic units of instruction were refined and produced by Louisiana State University.

School districts who desire examples of standards-based instructional planning and delivery, as well as benchmark performance exams, might find these materials helpful.

### **Summer Programs**

A number of projects in this investigation provided summer study/enrichment opportunities for participating students. The following three grants are cited as excellent examples of this concept.

***Project Ansanm-Ansanm***

Broward (FL) County Schools

For two weeks during the summer of 1998 and again in 1999, a summer immersion experience in the Haitian-Creole language and culture was provided to the Thurgood Marshall Elementary School students. In preparation for this extra-curricular offering, project staff and teachers created a summer school immersion guide that included classroom activities and projects for students to experience during the summer program.

***Project EXCEL***

San Dieguito (CA) Union High School District

To extend the school year foreign language learning opportunities, *Project EXCEL* provided the Summer Japanese Language Academy for middle school students. The primary purpose of this project was to entice sixth, seventh and eighth grade students into an introductory experience

in the study of Japanese language and culture that would enhance interest and continued study at the high school level.

### ***Project Japan***

Capistrano (CA) Unified School District

To ensure that language skills and acquired knowledge would not be lost by the elementary school Japanese students in the Capistrano district, a Japanese Summer Language Institute provided additional enrichment opportunities. Classes were held twenty hours per week for four weeks and allowed students to engage in technology, multimedia and intensive Japanese and culture learning.

### **Local District Support**

#### ***Bringing New Languages to Younger Learners***

Wisconsin Department of Public Instruction

Unique among all models and could be considered replicable in the grants under study is the component of the Wisconsin Department of Education FLAP grant that provides mini-grants to local school districts. Through a competitive grant process, a total of twenty-two awards were made to local school districts in support of the development of elementary school foreign language programs through planning grants, training grants and/or salary incentive grants.

All the grant applications showed local district commitment to ongoing support of the programs by designing projects that fit into their particular developmental stage of implementing elementary programs. Further commitment was demonstrated by providing matching funds. Thus, some districts asked for planning grants to create public awareness or to begin program development; others requested funds to expand their programs; and, yet others requested funds to hire teachers. All the grants included provisions for articulation, indicating how their programs would provide extended sequences in the elementary school's program. Furthermore, the articulation plans addressed how the elementary program would fit into already existing programs at the middle or high school level, or how they would create a new sequence of study at the upper levels.

This tactic was an outstanding way to stretch the original grant amount by the addition of matching funds from local school systems. Moreover, the expanded commitment to elementary school sequences of language and culture study is apparent because of this initiative.

## **Parent Component**

### ***Bilingual Education***

Spring Branch (TX) Independent School District

In order to magnify the effectiveness of its distance learning program in Spanish for elementary school students, project staff trained a total of forty-nine parent volunteers over the three-year grant period. These volunteers worked side-by-side with Spanish teaching assistants who were hired by the project to provide in-class support to students, and with the classroom teachers in whose classes the televised instruction was received.

### ***Ciencias en español***

Houston (TX) Independent School District

To support this elementary school content-related Spanish program through science instruction, parents volunteered to become part of a six-member board that worked with the *Ciencias* teacher and the magnet coordinator in charge of gifted/talented students, in program planning and problem solving. One of the first acts pursued during the initial monthly board meeting was to schedule a general meeting for parents of program participants. In preparation, a panel was assembled to present information about the program in relation to each of their specific fields of expertise. This panel included a language expert, the head of the science department for the school district, the magnet coordinator and the project evaluator.

During the program's second year, the advisory board met quarterly and again sponsored the general meeting for parents. In the grant's third year, this group became involved in a search for funds to continue the program. Parents worked with the coordinator to prepare grant proposals for submission to public and private institutions. While their efforts to procure outside funding were not successful, these dedicated parents demonstrated a total commitment to the program and its goals.

### ***Project FLAME***

Long Beach (CA) Unified School District

Project planners for this immersion model in Japanese and French sought to fully involve parents in the language learning experience of their children. An example of this outreach philosophy is that primary grade teachers send home “parent friendly” key vocabulary and phrases, which are written in both English and hiragana (for the Japanese students), along with appropriate pronunciation keys. Through this practice, parents were able to help their children with homework and learn elementary Japanese or French. Activities, which are not contingent upon family members being conversant in the foreign language, were developed, to be carried out by family members, thus extending the language and culture learning experience. For example, a sixth-grade math lesson that teaches ratio and proportion requires students to measure key pieces of furniture at home using metric measurements. These measurements then become the basis for scale drawings. A family member can assist and become a co-learner in this experience while the student teaches a few basic Japanese or French words relevant to the assignment.

In addition to involving family in homework assignments, the school also sponsored five “language nights” for both Japanese and French families. These meetings intended to (1) clarify the goals of the immersion program, (2) inform parents of the various activities planned for the different grade levels, and (3) help parents discover ways to support their child’s language learning.

The parent component of this project appears to have been successful. Report findings indicate that 75 percent of parents participated in the parent activities, and 80 percent of those respondents claimed that the parent component had helped them to participate more meaningfully in their child’s learning.

### ***Project LinC***

Livermore Valley (CA) Joint Unified School District

During Year 1 of its grant cycle, the Almond Avenue Elementary School involved its parents in two highly successful activities. First, a “Family Fiesta” event was organized and implemented. It involved a dinner, a student show and an appearance by a guest artist who worked with the children and their parents to provide, through a songfest, an evening rich in culture and fun. This event became so popular among parents and students that it was organized

each subsequent year of the grant by a standing committee of the PTA – a clear demonstration of the event’s integration into the school’s fabric.

A family education program was also inaugurated during the project’s first year through a Spanish Family Math program. For four consecutive weeks, Spanish-speaking and English-speaking families were paired together in evening math workshops. Geometry, algebra and statistics/analysis were explored through hands-on activities designed to engage both students and parents.

In Year 2, teachers involved students and their parents in the popular “Maya Quest” project. Approximately 500 students, teachers and parents followed a group of explorers through the rain forests of Central America and communicated with them via the Internet. As a highlight of the school’s involvement in “Maya Quest,” the lead explorer for the mission paid a visit to the school and worked with the students during the day and with families in the evening.

## **Community Involvement**

### ***Japanese Model Schools Project***

Oregon State System of Higher Education

Seeking an opportunity for students involved in the Model Schools Program to use their Japanese in real-life, outside-of-school contexts, project leadership partnered with *Shokokai*, an association of Japanese businesses based in Oregon and southern Washington State. Each year, students from the model schools visited Japanese businesses, used their Japanese skills to communicate, and experienced the cultural and linguistic environment in which these companies work. Over the three years of the program, 131 upper level students of Japanese participated in this experience. This relationship was so productive that a “Mini-Homestay Program” was created, in which lower-level students spend a day in the homes of Japanese nationals living in the area.

### ***Project LinC***

Livermore Valley (CA) Joint Unified School District

This project took a very pro-active role in involving the community in its program by employing a community liaison. This liaison identified key community contacts that allowed the school to link with Spanish-speaking community members. The efforts were very successful in recruiting native Spanish-speaking community members to serve as role models for the children



and for the teachers. Spanish-speaking families from the community were also involved in the Family Education Program along with English-only families.

## **Summary**

Particularly as it relates to local educational agency grants, the ability to duplicate and replicate language learning initiatives is a major focus of FLAP awards. The previous pages of this section of the report have provided graphic examples of powerful model strategies that can aid in the language learning process. Models for teacher training, materials development, summer programs for students and teachers, local district incentive initiatives, parent and community involvement are all represented in the approaches taken by these focus grants. In some cases, products have emerged (e.g., curriculum guides, teacher handbooks, student materials, assessments) that can easily be shared with interested parties. In others, models that can be replicated have been developed and documented. In any case, tried-and-proven ways of changing the fabric of foreign language learning have been made available through these grants.



## Instructional Time

Question 7 from the specifications of this report queries:

**How much time was devoted to teaching the foreign language, on a daily or weekly basis?**

Inasmuch as no standard format was followed in supplying information about the various grants, this report can only provide information as given in the occasional annual performance report or biennial evaluations. That information follows in Table 11.

Table 11. Amount of Instructional Time Indicated in Focus Grants

<i>Grant Title</i>	<i>Instructional Time</i>
<i>China Project—Journey to the East</i>	2 hours per day x 9 weeks
<i>Chinese Foreign Language Program: Philadelphia's Elementary Expansion Project</i>	2 hours per week
<i>Ciencias en español</i>	K-2: 45 minutes per day x 3 3-4: 45 minutes per day x 4
<i>CLASS</i>	1 hour per day
<i>Connections</i>	Daily high school instruction
<i>Foreign Language Assistance Program: Dallas ISD</i>	Daily high school instruction
<i>Huntingtown Elementary School Japanese Program</i>	90 minutes per week
<i>Japanese Language Expansion Project</i>	4 hours per week
<i>Korean Dual Language Program</i>	Half of each school day
<i>Project Ansanm-Ansanm</i>	45 minutes per day
<i>Project EXCEL</i>	1 hour per day
<i>Project FLAME</i>	Half of each school day

While a large number of projects did not include time specifications in their documentation, one can still make some generalized observations about time spent in instruction depending on the grade level. That said, the elementary school level is probably the most illusive in trying to establish some sort of norm regarding time spent in teaching and learning. The elementary school distance learning models cited in this report may have spent anywhere from 15 to 30 minutes per day in instruction that was a composite of video lessons, visits by itinerant language specialists and reinforcement activities that may have been led by the regular classroom teacher. Direct-instruction models in the elementary school, as studied for this report, met from twice weekly to daily with instruction spanning 20-40 minutes in duration. Immersion elementary models included from two hours daily up to 50% of the instructional time in the target language.

Middle school and high school programs followed more predictable patterns. Apart from exploratory experiences in the middle grades, most classes met daily from 40 minutes up to 90 minutes. Oftentimes, sequential study (i.e., high school level coursework) was begun in either 7<sup>th</sup> or 8<sup>th</sup> grade and generally met daily.

High school language experiences, as evidenced in project documentation, met daily for 45 to 90 minutes as determined by a traditional or block schedule at the individual school.

## **Building Capacity and Continuation**

The final question that this report addresses is:

**What do grants report that they have done to build capacity and continue activities beyond the expiration of federal funding? At what level (in terms of students served) is the program continuing?**

As stated previously in this report, because annual performance reports and biennial evaluations are not guided by a standard template that addresses set questions and issues, it is difficult to provide solid evidence to respond to this question. However, among the focus grants used for the central investigation of this report, many of the funded projects did address the issues of capacity-building and program continuation beyond receipt of federal funds. Brief descriptions of how projects will continue are reported follow.

### ***Bilingual Education***

Spring Branch Independent School District

In addition to serving its targeted audience, this distance learning project annually served ten to eleven schools not supported by the grant. Throughout the three-year grant period, 3,732 students were provided elementary school Spanish instruction, and 192 regular classroom teachers were trained as teaching partners using the accompanying program materials. Additionally, the program has been disseminated to at least sixteen other Texas school districts where an estimated 30,000 students receive instruction in Spanish language and culture. During the grant period, the Washington, DC-based Center for Applied Linguistics cited the program as one of the top eighty elementary language programs in the United States. While not stated in any of the reports, it is highly likely that this program continues today given (1) its wide dissemination, (2) the numbers of classroom teachers trained to use the program and materials, and (3) the fact that the program includes a complete instructional package (videos with teacher and student support materials).

### ***Bringing New Languages to Younger Learners***

Wisconsin Department of Public Instruction

This strong teacher preparation grant provided, as one of its many activities, a summer institute to develop fifty-five turnkey trainers for its various state regions. The institute was so popular that another was organized the following year for forty-one additional teachers; it was funded by sources beyond this grant. This is an excellent example of the grant's capacity to train and influence teachers well beyond its own design and fiscal limitations. Adding to the likelihood that efforts will continue in the future was this project's local school district grants program previously discussed in this report. Every successful local grant included articulation provisions within their proposals that indicated (1) how their programs would provide extended sequences in the future for elementary school programs; (2) how these would fit into existing programs at the middle or high school levels; or (3) how a new sequence of language study would be created at the upper levels.

### ***China Project—Journey to the East***

Madison (WI) Metropolitan School District

The integrated effort to infuse Chinese language and culture instruction into the middle grades of this school district will go a long way in ensuring the future survival of the program. The training of interdisciplinary teams to provide the initial exploratory instruction indicates a solid foundation of continued staffing of a program that now articulates extremely well throughout sixth to twelfth grade. As the program has attracted progressively more students into its ranks, additional staff has been required in the middle and high school grades. The local system has shown its support for the program, as nurtured by this grant, by agreeing to staff the additional teacher allocation necessary to provide the extended sequence of Chinese language and culture study.

### ***Chinese Foreign Language Program: Philadelphia's Elementary Expansion Project***

School District of Philadelphia

Philadelphia's distance learning endeavor to provide Chinese language and culture instruction to certain schools in its district attracted over 660 fourth, fifth and sixth grade students during the grant's final year. This live, interactive television program, provided twice weekly and supplemented by an itinerant Chinese language teacher, was so popular that the district planned a sequential continuation of the program into the middle grades.



***Ciencias en español***

Houston (TX) Independent School District

*Ciencias en español* sought to teach Spanish to gifted and talented elementary school students through science instruction with the end result being that students receive Spanish instruction, as well as science education. Data from the project's reports and evaluations indicate the success of the program; thus, the program continues to be offered today.

***Dual Immersion*** (PR/Award No. T293B60077)

Bakersfield City School District

This dual immersion program in Spanish and English, like most of the immersion programs addressed in this study, continues to a great extent because of its instructional design – the foreign language teacher is the regular classroom teacher. In this case, no additional staffing is needed to provide language instruction, thus making immersion programs not only among the most effective ways to teach and learn other languages, but also the most cost-efficient. Through staff development and other initiatives, the project showed significant commitment to the long-term establishment of curricular methodologies for two-way immersion well beyond the funding cycle.

***Foreign Language Assistance Grant***

Capitol Region Education Council (CT)

While no specific mention is made of this program's continuation, this fact became known during a recent visit to the two districts that sponsor the school. Furthermore, the well-laid plan to bridge the instructional gap from the new elementary school Japanese program to existing high school programs through a distance learning model is also still in operation. This provides not only the continuation of the elementary program but solidifies its place as the cornerstone of a long-range sequence of Japanese language and culture learning that starts in Kindergarten and continues through twelfth grade.

***Japanese Model Schools Project***

Oregon State System of Higher Education

This project, designed to help teachers better understand and implement standards-based instruction, and to provide sustained teacher development efforts, continues today in the following forms:



- Partner teacher programs
- Individualized teacher development planning
- Professional development support
- Thematic workshops
- Regular, on-going oral assessment of students

In addition, student programs in which high school Japanese language students work as apprentices in Japanese-based businesses continue to flourish after the grant's completion.

### ***Project EXCEL***

San Dieguito Union High School District

The implementation of this project to expand Japanese learning and to introduce interdisciplinary area studies into the curricular offering has spurred interest throughout the district. In response to this new interest, the district has now institutionalized the program and has committed to adding Japanese VI and Japanese VII to the curriculum. The model materials and instructional strategies developed through the project have also been introduced to two additional school sites.

### ***Project Japan***

Capistrano Unified School District

According to documentation, this project continues to be operated by the Capistrano district. The costs associated with teaching staff, as well as materials development, continue to be provided. Additionally, plans call for expanding the program to feeder schools including the middle and high school levels so that a seamless articulation path can be created and maintained for students who begin their Japanese studies in the elementary school.

### ***Project LinC***

Livermore Valley (CA) Joint Unified School District

This project designed to integrate Spanish language learning through thematic units taught school-wide continues with support from the local school district. Livermore Valley continues to provide the necessary support primarily to keep the Spanish Laboratory / Classroom operational and has even expanded the room after the grant's completion. Today, this room is in constant use

by students, teachers and community members as a resource for learning Spanish and about the target cultures.

### ***Project Unidos***

Broward County (FL) Public Schools

Due to the success of this immersion program to teach Spanish language and culture and support among students, teachers and parents, *Project Unidos* is being continued by the school district at each of the three school sites. In addition, the program was expanded to the middle school level to ensure a well-articulated immersion language sequence.

### ***WyFLAP***

Wyoming Department of Education

The Wyoming Department of Education project to train teachers in standards-based instruction and to infuse technology in the process continues, after the grant's termination, as follows:

- maintenance of the project Web site and listserv;
- leadership of task force chairs to train new foreign language educators (unable to participate in the first cycle of the project) in their districts;
- state-level lobbying by the participants regarding revisions in foreign language standards;
- availability of technology integration training in local community colleges as well as at the district level;
- extension of the work done on assessment and rubrics as the base of classroom instructional scenarios is developed.

This project is another excellent example of capacity building both during the grant's operation and beyond its life.

The two grants, *Learning Mandarin Chinese in Indiana* (Indiana Department of Education) and *Project SAM* (Louisiana Department of Education), are both projects that served as product, and therefore, were not intended to continue after the grant period. However, the materials (standards, assessments and tests) that were developed through *Project SAM* will continue to influence and assist language educators, both inside and outside of Louisiana, long past the grant's life. Likewise, the teacher training and team approach model of the Indiana project serves as an excellent example for training new staff in hard-to-locate instructional areas and in

building capacity through team effort that involves both elementary and high school teachers, as well as media specialists and school administrators.

The following grants in the focus group made no specific mention of program continuation; however, inasmuch as they represent immersion instructional models in which staff costs are not an issue, one surmises that they continue to operate today unless there has been a change within the community's interest:

- ***Foreign Language Assistance Program***  
Milwaukee (WI) Public Schools
- ***Japanese Language Expansion Project***  
Clarendon Elementary School (CA)
- ***Korean Foreign Language Assistance Program***  
Los Angeles (CA) Unified School District
- ***Project FLAME***  
Long Beach (CA) Unified School District

These grants, among those studied for this principal investigation, made no indication of continuation efforts:

- ***CLASS***  
Hawaii Department of Education
- ***Connections***  
San Juan (CA) Unified School District
- ***Foreign Language Assistance Program***  
Dallas (TX) Independent School District
- ***Jardín de Niños***  
Lovington (NM) Municipal Schools
- ***Project Ansanm-Ansanm***  
Broward County (FL) Public Schools
- ***Regional Educational Television Consortium Elementary Spanish Program***  
Region 10 (TX) Education Service Center

Although no specific mention of project continuation was made for the above-listed grants, and given the apparent success of the grants' efforts, it would be difficult to imagine that these programs and plans did not continue. A hypothesis could be made that the issue of continuation



was not addressed since it appears that it was not a requirement of the report and evaluation writing portion of the projects.

### **Summary**

There seems to be little question that the well-conceived, well-developed and well-articulated FLAP grants described above will continue beyond the budgetary life of the grants themselves. Project documentation cites and programs evidence school and district support for many of these programs, and, given their success, it would be hard to imagine that such widely-embraced programs would not continue to operate and grow.

## Conclusion

This report is a synthesis of the information submitted from the various FLAP grant projects funded in Fiscal Years 1995 and 1996. The primary purpose of the report was to determine to what extent the grants address the eight policy questions that stem from the legislation and that serve as the organizational framework for these findings. Using the eight questions, and simplifying the answers contained in detail throughout this report, this study found that:

1. Students demonstrated annual progress toward achieving foreign language proficiency and, to some extent, that national standards were employed as an organizing principle for a number of grants.
2. There was a focus on student language-use for real communicative purposes.
3. A variety of assessment alternatives were used to plot student progress (e.g., standardized formats, portfolio assessment, locally-designed measures).
4. Teachers responsible for the grants' implementation experienced rich opportunities for professional growth, much of which led to greater capacity in teaching language and culture and, in many cases, to higher certification levels.
5. Well-conceived K-12 articulation plans were developed and implemented by a number of projects.
6. A wide array of model programs/ strategies and materials was created by these grants and is disseminatable.
7. Schools employed a wide range of instructional class time and "outside-the-school-day" configurations to provide foreign language instruction to students.
8. Many of the projects will continue to impact students and teachers through locally-funded initiatives after federal funding terminates.

The eighty-eight grants that formed the larger study for this report and the 26 projects that served as the focus group all provide rich examples of innovative and, in many cases, replicable ways to provide foreign language and culture training to students and teachers alike.

## **FLAP Profiles I and II**

Specifications for the writing of this report also include the production of two spin-off publications that will make the information found in the report more readily accessible. These reports are to be written with the general public and policy makers as the principal audiences.

### ***FLAP Profiles I***

This publication will serve as a directory of the programs studied in the report and will provide a quick-reference directory of project information. Each grant entry will contain the following components:

- grant name
- institution and location
- language(s) of focus
- numbers of students or teachers served (whichever applies)
- brief description of grant focus

The publication will be approximately 8" x 5 ½" with a design cover that assigns proper attribution to the Department of Education and the Office of Bilingual Education and Minority Language Affairs (OBEMLA). The document will contain approximately fifteen to twenty pages.

### ***FLAP Profiles II***

FLAP Profiles II will provide "promising practices" examples from the focus group of projects studied. Unique teaching approaches, student activities, incorporation of national standards, assessments linked to standards, innovative use of technology and other innovations will be highlighted in this publication. Information will be presented in the form of a case study that provides general information about the grant (institution, students/teachers served, focus language[s]), as well as a specific illustration of a promising, replicable practice. The document will be approximately 8" x 5 ½" with a design cover that assigns proper attribution to the Department of Education and the Office of Bilingual Education and Minority Language Affairs (OBEMLA). The publication will contain approximately eight to twelve pages.

### Sources Cited

American Council on the Teaching of Foreign Languages. *ACTFL Proficiency Guidelines*.  
Yonkers, NY: ACTFL, 1986.

Fathman, A. "The Relationship Between Age and Second-Language Productive Ability."  
*Language Learning*, 25(2), 245-253, 1975.

National Standards in Foreign Language Education Project. *Standards for Foreign Language Learning: Preparing for the 21<sup>st</sup> Century*. Lawrence, KS: Allen, 1996.



**National Clearinghouse for Bilingual Education**

Center for the Study of Language & Education  
Institute for Education Policy Studies  
Graduate School of Education & Human Development

2011 Eye Street, NW, Suite 200  
Washington, DC 20006  
phone: (202) 467-0867

fax: (202) 467-4283 or (800) 531-9347  
email: [askncbe@ncbe.gwu.edu](mailto:askncbe@ncbe.gwu.edu)  
URL: [www.ncbe.gwu.edu](http://www.ncbe.gwu.edu)